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ABSTRACT

Students with learning disabilities often have difficulty in secondary content areas. In order to succeed in content areas, teachers need to develop strategies or content enhancements that provide a supportive environment. This thesis discusses the outcomes of a study that used an urban high school resource room geography class to determine the efficacy of two content enhancements: advanced organizers and guided notes with review. Seven male students and six female students with learning disabilities participated in the study. Common characteristics of the resource students were lack of motivation, difficulty staying on task, and poor attendance. Students were first taught the importance of notes and how to take notes. The teacher then provided students with guided notes prior to the lecture. After the lecture, students were given the last 10 minutes of class to review their notes. During the second intervention, students were given an advance organizer prior to the lecture, student-guided notes during the lecture, and a 10-minute review period. Although findings demonstrated an increase in quiz scores when advanced organizers and guided notes with review were used as an intervention, the findings did not produce quiz score gains similar to other studies. (Contains 15 references.) (CR)

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THE EFFECTS OF COMBINED CONTENT ENHANCEMENTS ON THE PERFORMANCE OF STUDENTS WITH LEARNING DISABILITIES

by

Julie Stacey

A thesis submitted in partial fulfillment
of the requirements for the degree

of

MASTER OF SCIENCE

in

Special Education

Approved:

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ABSTRACT

The Effects of Combined Content Enhancements on the Performance of Students with Learning Disabilities

by

Julie Stacey, Master of Science

Utah State University, 2001

Major Professor: Dr. Pam Hudson
Department: Special Education

Students with learning disabilities have difficulty in secondary content areas. In order to succeed in content areas, teachers need to develop strategies or content enhancements that provide a supportive environment. An urban high school resource room geography class was used to determine the efficacy of two content enhancements: advanced organizers and guided notes with review. Seven male students and six female students with learning disabilities participated in this study. The results of this study are inconclusive and warrant further research.

(132 pages)

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INTRODUCTION

In a 5-year longitudinal study of students with disabilities, Wagner (1991) reported that students classified as learning disabled had a 32.2% high school drop-out rate. The only group that was reported to be higher was students classified as emotionally disturbed at 49.5%. Wagner identified three school factors that help students with disabilities stay in school (lower probability of dropping out of high school) and have better school performance. First, students were found to do better in smaller schools (a population of 500 or less). Smaller schools enabled students to establish social bonds that support commitment to school. Second, students with disabilities were found to have fewer absences in regular education classrooms that had a smaller class size. Social bonding was again a variable in this factor. Third, students with disabilities perform better in supportive environments. A supportive environment can be defined as a teacher using strategies that enhance learning and engage the learner. Unfortunately, in one third of the schools, the policy for students with disabilities in regular education programs was a "sink or swim" attitude, meaning the student was to keep up with the regular education class without help from the teacher. Teachers cannot alter school and class-size variables, but they can provide a supportive environment within their classrooms. Regular education teachers may find it difficult to provide a supportive environment in larger classes with diverse student needs. However, students' performance improves when teachers enhance their delivery of information to critical features of the content (Shumaker, Deshler, & McKnight, 1991).

Content enhancements can provide teachers with the framework to provide a supportive environment. Content enhancements are instructional strategies used by the teacher to help students organize, understand, and remember critical content information (Lenz, Bulgren, & Hudson, 1990). Content enhancements may include advance organizers, visual displays, mnemonic devices, audio recordings, guided notes, peer tutoring, and cooperative learning. Content enhancements have been found to benefit students with disabilities in a variety of instructional tasks in the classroom, including teacher lectures (Lazarus, 1991,1993; Lenz, Alley, & Schumaker, 1987) and independent seatwork (Darch & Gersten, 1986). Content enhancements have helped students increase retention and test scores at the secondary level in science, history, English, and geography (Darch & Gersten, 1986; Lazarus, 1991,1993; Lenz & Alley, 1983; Lenz et al., 1987).

PROBLEM STATEMENT

Research has indicated that many secondary teachers spend as much as half of each class period lecturing (Putnam, Deschler, & Schumaker, 1992). Many students with learning disabilities have difficulty taking notes during lectures. Taking effective notes requires students to listen, understand, recognize, and synthesize important ideas long enough to write down quickly and accurately (Vogel, 1982). Blalock (1981) reported that students with learning disabilities often lack the listening, comprehension, motor, and sustained attention skills to record useful notes in a lecture setting. Teaching note-taking strategies in an isolated curriculum is not enough. Students must learn the skill within the relevant content area, if they are to be successful in taking notes (Gall, Gall, Jacobsen, & Bullock, 1990).

Secondary teachers must teach not only the content, but also the strategies necessary to make the content meaningful. The easiest way to accomplish this need is to use content enhancements in the classroom. When using content enhancements, the teacher not only stresses the important content or curriculum of the content area, but the strategies necessary to make the information meaningful to the learner. Two content enhancements used at the secondary level include advance organizers and guided notes with a review. Advanced organizers have been reported to help students with learning disabilities increase retention of information in content area high school classes (Lenz & Alley, 1983). Students who were trained on components of advance organizers were able to increase the number of information statements. Lazarus reported significant test-score

gains for students with mild disabilities who used guided notes with a review. Many teachers are currently using guided notes (outlines, skeletal notes) along with their lectures, yet only two studies could be found that addressed this strategy with students who have mild disabilities (Lazarus, 1991, 1993). No study was found that combined the content enhancements of advanced organizer and guided notes with review. As a result, the purpose of this study was to examine the effects of the combined content enhancements of advanced organizers and guided notes with review. Specifically, the research focused on the effects of the two content enhancements (advanced organizer and guided notes with review) on the test scores of students with learning disabilities in a resource geography class.

OBJECTIVES

1. To examine if using the combined content enhancements of advance organizers and guided notes with review will increase students' test performance in a resource geography high school setting.

2. To determine if students are satisfied with the combination of advanced organizers and guided notes with review.

LITERATURE REVIEW

This literature review examines the research on advance organizers and guided notes with review with students with mild disabilities.

Selection and Organization of Studies

All of the articles used for this review were obtained through a computer search at the Merrill Library at Utah State University. Databases used were ERIC and PschLit. The following descriptors were used to locate the articles: (a) notes and disabilities, (b) note-taking strategies and high school students, (c) note-taking strategies, (d) note-taking strategies and review, and (e) advance organizers and disabilities.

Criteria for Inclusion

To be included in this review, articles had to meet the following requirements:

1. School-age children (5-18 years old) had to be used as subjects in the study.
2. Subjects used in study had mild disabilities (intelligence scores of 70 or higher).
3. Articles had to be available at Utah State University or through an interlibrary loan.
4. Studies had to be published within the last 20 years (1980 to present).
5. Studies used experimental procedure and included empirical data.

Results of Literature Search

Advance Organizer

An advance organizer is probably the most common technique used for facilitating note taking before an instructional learning unit is presented to students (Ausubel & Robinson, 1969). An advance organizer has also been defined as an "umbrella" statement that provides a conceptual link between a learner's existing knowledge and new learning (Gredler, 1997). It is usually presented to students as an introductory activity that includes concepts, terms, and ideas that are already familiar to the student. The advance organizer can be used for independent or group assignments.

A large study was conducted by Lenz and Alley (1983) to determine the efficacy of advance organizers and their effects on students with learning disabilities throughout three school districts. Eight classroom teachers in the subject areas of American history, English, anatomy, physical science, general science, geography, and biology were trained to create and use advance organizers in their content area. Lenz and Alley identified 10 criteria that were critical to the development of the advance organizer: informing the student of purpose of advance organizer, clarifying the tasks' physical parameters, identifying the topic of the task, providing background information, stating the concepts to be learned, clarifying the concepts, motivating students, introducing new terms/words, providing organizational framework, and stating the general outcome desired.

Teachers developed advanced organizers in their content area, with the criteria listed above. An observational system was used to score the teachers on the 10

components of using an effective advance organizer. The researchers observed the teachers during their classroom presentations to score the teacher on effective components of an advance organizer.

The teachers were trained in five phases on how to develop and present advance organizers. In the first phase the manual was given. The manual thoroughly described the 10 criteria of an effective advance organizer. A brief overview of the study and manual was presented during the second phase. In the third phase, the observational system was described. During the fourth phase, the researchers modeled the construction of an advance organizer. Teachers were asked to make an advance organizer in their content area and were provided feedback. In the fifth phase, they were observed in their classrooms using advance organizers. Feedback was given to the teachers during this last phase. In general, the findings across the nine classrooms demonstrated that training teachers to create and implement advance organizers is an effective intervention for students who have learning disabilities. The researchers reported that 105 students with learning disabilities were able to retain and report more accurate information when using advance organizers in the regular education setting.

In 1987, Lenz et al. continued with his research on advanced organizers and students with learning disabilities. They trained seven regular education teachers in different content areas (social studies, English, and science) to develop and use advance organizers in their classroom. Twelve components were identified as implementing an effective advance organizer: identifying the purpose of the advance organizer, clarifying the actions taken by the teacher, clarifying the actions taken by the student, identifying the

topics and subtopics of the task, providing background information, stating and clarifying the concepts to be learned, motivating students through examples, introducing new words, providing an organizational framework for the learning task, and stating the outcome of the learning activity. The 12 components are similar to the 10 components that were identified by Lenz and Alley (1983).

Seven students with learning disabilities were taught how to use advance organizers in their regular education classes by the regular education teachers. The students were chosen after the teachers were trained on making and implementing effective advance organizers in their content area. The students with learning disabilities increased their retention on the information they had learned when tested after using the treatment of the advance organizer. However, the students were only successful with this technique after the teacher taught them how to implement and use an advance organizer. The study suggested that students with learning disabilities must be taught how to use an advance organizer before the teacher can see any test gains when using this intervention.

Darch and Gertsen (1986) used advance organizers to improve students with learning disabilities' test scores for a science lesson. The lesson was started with an advance organizer to motivate students on ocean currents. The advance organizer was used to make students aware of the information that was going to be taught in the classroom. This treatment was compared with a basal group treatment. The basal group treatment was the standard teacher lecture and discussion format that is used in many classrooms. The students who were exposed to the advance organizer intervention were given a posttest at the end of the ocean current lesson, and the mean score of the group

was 75%. The basal group, which was the more traditional classroom setting, had 53% (mean score) on the posttest. The advance organizer was found to be superior over the basal group. Darch and Gertsen found advance organizers were superior to basal treatment (this is defined as "treatment designed to be similar in style to many of the approaches advocated by teacher guides to basal texts loosely structured motivational activities involving a good deal of teacher-student discussion of the topic to be addressed") in their study. Although the literature is sparse in the area of advance organizers and students with mild disabilities, the results indicate that advance organizers increase the ability of students to recall information.

Guided Notes with Review

Lazarus (1991) defined guided notes "as a skeleton outline that lists the main points of a verbal presentation and provides designated spaces for students to complete as the speaker elaborates each main idea" (p. 33). Guided notes give students with mild disabilities a guide to follow during the teacher lecture. This practice allows students to take notes. Guided notes aid in retention and can be used across a variety of content areas. They can be a simple outline used by the student to follow the teacher's lecture. As the teacher presents the content material, the student follows along with the outline, documenting important points. A teacher-supervised review period is implemented at the last 10 minutes of the class. The teacher moves around the room to ensure that students will use the last 10 minutes of class to review their notes. No specific review technique was used during this phase; the students are only told to read their notes for the review.

Two studies were found that used guided notes with review as an intervention (Lazarus, 1991, 1993). The first study was implemented in a regular education science class (Lazarus, 1991). Six high school students with learning disabilities participated in the study. The students' baseline science tests scores ranged as follows: Student #1 - 22%, Student #2 - 14%, and Student #3 - 33%. When guided notes were implemented, the students' test scores increased: Student #1 - 64%, Student #2 - 57%, and Student #3 - 65%, but when guided notes with review were used, all of the students scored above 80% on their tests (Student #1 - 82.5%, Student #2 - 89.17%, and Student #3 - 90%).

The second study was implemented in two junior-level regular education history classes (Lazarus, 1993). Three students with learning disabilities and one student with behavior disorders participated in the study. The students averaged 25% to 50% on their history tests during baseline. After the intervention of guided notes with review was implemented, the students averaged 80% on their history tests. A reversal design was used in the next phase of guided notes only. The students obtained scores of 65%, 62.5%, 61.25%. When the same students received the intervention of guided notes with review, their test scores rose to 92.5%, 93.75%, and 93.75%. Lazarus reported test score gains in student progress when guided notes were used with a 10-minute review with students who have mild disabilities in a regular education science and history class. A 30% increase on history test scores was noted and a 50% increase on science test scores was reported when guided notes with review were used with students with learning disabilities.

In conclusion, advanced organizers and guided notes with review have been reported to increase student retention of content area at the secondary level. Although the

results are impressive, more research must be conducted to determine if advanced organizers and guided notes with review are effective interventions for students with learning disabilities.

METHOD

Setting and Participants

One urban high school resource room geography class was used to determine if advance organizers and guided notes with review would increase students' ability to organize and recall information from a lecture format. The geography class met daily for 70 minutes for a 12-week session.

Five male students and two female students with learning disabilities participated in this study. Common characteristics of the resource students who participated in this study were lack of motivation, difficulty staying on task, and poor attendance. The Utah State Office of Education (2000, p. 33) defines a learning disability as

> a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in an imperfect ability to listen, think, speak, read, write, spell or do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia.

The participants involved in this study have been identified as having learning disabilities in the areas of written expression and reading comprehension. The characteristics of the participants can be found in Table 1.

Research Design

Single subject methodology was used in this study. An A-B-A-B design was

Table 1

Characteristics of the Participants in Study

Students	Gender	Age	FSIQ(a)	WL(b)	RC(c)
Randy	male	14.10	93	2nd	73rd
Mark	male	14.10	75	16th	18th
Peter	male	14.6	82	4th	3rd
Max	male	15.4	88	1st	11th
Emily	female	16.5	81	0.4	2nd
Lisa	female	16.3	97	2nd	4th
Ryan	male	15.1	100	5th	8th

(a) Full Scale IQ measured by Weschler Adult Intelligence Scale-Revised
(b) Written language percentile scores as measured by the Woodcock-Johnson Tests of Achievement- Revised (WJ-R)
(c) Reading comprehension percentile scores as measured by the Woodcock-Johnson Tests of Achievement-Revised (WJ-R)

implemented to investigate if advance organizers and guided notes with review would increase students' ability to recall information. This design was chosen to determine if a functional relationship exists between the combination of using content enhancements and increasing students test scores.

Independent Variables

The independent variables of advanced organizers and guided notes with review were used in this study. Four phases (baseline one, intervention one, baseline two, intervention two) were implemented in this research design to determine the efficacy of advanced organizers and guided notes with review. They will be discussed thoroughly in the following section.

Baseline One

During this phase baseline data was taken. The teacher used an overhead projector with notes. The lesson plans used in this phase are provided in Appendix A. No instruction was given on how to take notes. Students were instructed to take at least one page of notes and paraphrase the information given to them. Students were told that a quiz would be given the following day on the information from the lecture. No suggestions were given on how to study for the quiz.

Intervention One

Student training occurred after the first baseline condition. Students were taught the importance of notes and how to take notes. The instruction was 3 days in duration. The first session emphasized the areas of abbreviating words and statements and writing shorter sentences or phrases. The second practice session was used to discuss the methods of note taking using guided notes. During this session, students were asked to identify main ideas and sub topics of an outline. The last session was a class lecture on the importance of taking notes. The teacher provided the students with guided notes to use during the lecture. The teacher used transparencies with the lecture. Another transparency with the guided notes completed was used so students could evaluate their own notes. The lesson plans and worksheets that were used for this phase can be found in Appendix B.

Advanced organizer. The teacher provided students with guided notes prior to the lecture. The guided notes were used as the advance organizer. During this period the teacher followed the seven characteristics that Lenz (1987) identified in his research. An

example of the teacher procedure is provided in Appendix E. The teacher would first read over the guided notes and then students would be given a 5- to10-minute period to review the guided notes and define key words (found at the top of the guided notes). The time varied based on the length of the guided notes and number of key words to define. The teacher would then start the lecture.

Guided notes. The lecture would follow notes projected on an overhead (Appendix B and D) during teacher lecture. The students would follow along and take notes on their guided notes.

Guided notes with review. After the lecture, students were given the last 10 minutes of class to review their notes. The students were told to quietly reread their notes during this 10-minute period. No discussion or techniques of review were given other than the students reading their notes for 10 consecutive minutes. Students were told that a quiz would be given the following day on the information from the lecture and to use the 10 minutes to review their notes. The teacher actively supervised this session to make sure the classroom remained quiet and that all students were engaged in the review.

Baseline Two

The teacher used an overhead projector with notes. The lesson plans used in the study are provided in Appendix C. Students were instructed to take at least one page of notes and paraphrase the information given to them. Students were told that a quiz would be given the following day on the information from the lecture. No suggestions were given on how to study for the quiz.

Intervention Two

Students were given an advance organizer prior to the lecture, student-guided notes during the lecture, and a 10-minute review period. The teacher lecture followed notes projected on an overhead. Students were told that a quiz would be given the following day on the information from the lecture and to use the 10 minutes to review their notes.

Measures

Content Quizzes

In order to assess the efficacy of advanced organizers and guided notes with review, data were collected on geography quizzes taken the day after the lecture. The quizzes consisted of 10 questions. The quizzes measured the main points of the lecture. Direct measurement of permanent product was used for dependent measure. Quizzes were graded and then given a percentage correct. Data were collected on dependent variable of percentage correct on quizzes over a 12-session period.

Content Validity of Quizzes

Content validity was determined by using an expert in the subject of geography. All lessons objectives, lecture notes, and tests were given to an expert in geography prior to the study to make sure the tests accurately measured the content covered in class.

The main points of the quizzes can be found in Table 2. The primary focus of the lectures was based on five important questions for each country discussed: (a) What is the

location of the place? (b) What is the character of the place? (c) How do people interact with the natural environment of the place? (d) How do people, goods, and ideas move between places? (e) How are places similar to and different from other places? The quizzes used three types of format: true/false questions, multiple-choice questions, and matching using columns. An analysis of the quizzes can be found in Table 2.

Student Satisfaction

Student satisfaction of the content enhancement package (advance organizers and guided notes with review) was assessed to determine if the students found using the intervention easy and favorable. Six yes/no questions were asked to determine student satisfaction. The average was found for satisfied (yes answers) and unsatisfied (no answers) responses. A copy of the student evaluation can be found in Appendix G.

Interobserver Agreement

Interobserver reliability scores, using percentage agreement, were computed for the dependent variable that measured students' performance on geography quizzes and student satisfaction scores. Another investigator was used to recheck the grading completed by the teacher/data collector. Interobserver agreement was calculated for 100% of the quizzes and satisfaction questionnaires taken by the students. For the geography quizzes, scoring was completed, by comparing a master key, which contained the correct answers to the quiz, with the students' quizzes. Scoring for the student satisfaction with the treatment was scored by the teacher/data collector and then rechecked by another investigator to determine interobserver agreement. Interobserver agreement was

Table 2

Analysis of Quizzes

Quiz number	Content	Quiz format	Utah state core geography standard
Baseline One			
1	Land, climate, and vegetation of Northern Eurasia: describe landforms, vegetation	five true/false five multiple choice	6200-01 6200-02 6200-03
2	Russia's environmental problems and political ideology	five matching using columns five multiple choice	6200-02 6200-03 6200-04
3	Influence of Europe and Russia on the Baltic nations, Ukraine, Belarus, and Moldova; role of Islam	five matching using columns five multiple choice	6200-03 6200-04
4	Middle East: describe how the fall of the Ottoman Empire affected the Middle East; conflict between Jews and Arabs; why the Palestinians left without a homeland	five matching using columns five multiple choice	6200-07
Intervention One			
5	The land of Africa: regions, landforms, lakes, rainforest, deserts, and erosion of deserts	ten multiple choice	6200-01 6200-02 6200-03
6	Africa's problems: poorest nation, high population, AIDS, ethnic rivalries, languages, famine, and drought	ten multiple choice	6200-03
7	Leaders of Africa past and present: Bokassa, Amin, Lumumba, Mobutu, and Mandela	ten multiple choice	6200-07
8	Mbuti forest dwellers cultures and customs and why their lifestyle is threatened	ten multiple choice	6200-07

(table continues)

Quiz number	Content	Quiz format	Utah state core geography standard
Baseline Two			
9	Evgpt landforms, Nile River, and Ancient Egypt (mummification)	ten multiple choice	6200-01 6200-03
10	Libya and Maghreb: North Africa's way of life past and present	ten multiple choice	6200-04 6200-05 6200-06
11	Nigeria: landforms, vegetation, economy, and problems	five matching using columns five multiple choice	6200-01 6200-02 6200-05
12	Central Africa: CFA, hydroelectric power, deforestation, landfill, regions, and history	five matching using columns five multiple choice	6200-02 6200-03 6200-04
Intervention Two			
13	India's people and economy: religious life, the caste system, village life, towns and cities	five matching using columns five multiple choice	6200-03 6200-06 6200-07
14	Independence of India: Gandhi, religious conflict, and Bangladesh	five matching using columns five multiple choice	6200-03 6200-07
15	Other countries of South Asia: Pakistan, Afghanistan, Nepal, Bhutan, Sri Lanka landforms, climate, vegetation, economy, past and present problems	five true and false questions five multiple choice	6200-01 6200-02 6200-03
16	Regions of China: Northeast, Southeast, Northwest, Southwest- climate, vegetation, economy, past and present problems of the nations	five true and false questions five multiple choice	6200-01 6200-02 6200-03

determined by dividing the number of agreements by the number of agreements plus disagreements. Interobserver agreement for this study was 100%.

Treatment Fidelity

The fidelity of the instructional intervention was evaluated to verify that the researcher, as the teacher, followed the exact procedure for administering the intervention of advance organizers and guided notes with review. Two experts in the field of instructional curriculum were used to independently evaluate the instructional procedures using the checklist found in Appendix F. The independent observers noted once each week, during the intervention, whether the teacher distributed the guided notes before the lecture to each student, read the guided notes and key words orally to students, asked students to define key words, used transparencies, followed the guided notes while lecturing, and gave students a 10-minute review session that was supervised. The independent observers reported the fidelity of treatment of conditions at 100% accuracy throughout the experiment.

RESULTS

Student Content Quiz Scores

Visual inspection of the class data (Figure 1, see Appendix H) shows an increase in quiz scores from baseline to the intervention of advanced organizers and guided notes with review (AO & Gnw/R). An increase was noted in both intervention one and two when the independent variable was used. The class averages during baseline one were 65%, 26%, 16%, and 23%, with a mean of 33% in this phase. The class averages during intervention one were 45%, 73%, 42%, and 68%, with a mean of 57%. The class averages during baseline two were 78%, 40%, 30%, and 30%, with a mean of 45%. The class averages during intervention two were 56%, 53%, 38%, and 51% with a mean of 50%. A 24 percentage point increase in quiz scores was noted from baseline one to intervention one. A change in level and trend was noted from baseline one to intervention one. When the intervention was withdrawn in baseline two, students' mean quiz scores rose to 78% on quiz 9. A further analysis of quiz 9 indicated that the lecture was on ancient Egypt and mummification. The students were very interested in this lecture and had a previous knowledge of the subject. The high quiz score could be due to the high interest level of the subject and previous knowledge. The other quiz scores in baseline two averaged 40%, 30%, and 30%, showing a solid trend line with an average quiz score of 45%. The quiz scores rose in intervention two to 56%, 53%, 38%, and 51%, with an average of 50%.

Quiz scores for all participants are displayed in Figures 2 through 8 (Appendix H). Mean baseline quiz scores ranged from 23% to 40% in baseline one. During intervention

one students mean quiz scores ranged from 30% to 90%. Three of the seven participants averaged above 60% in this phase. In the second baseline of this study the intervention was reversed and students' quiz scores ranged from 20% to 75%. In intervention two of this study students' averaged mean scores ranged from 80% to 13%.

The individual students' quiz scores varied and will be discussed in groups (Table 3). Randy, Mark, and Peter (Figures 2, 3, and 4 see Appendix H), respectively, began the study in baseline one with low quiz scores. Randy averaged a 35% in baseline one and Mark averaged a 27% on his quiz scores during baseline one. Peter averaged a 23% in baseline one. Peter scored a 0% on two of the quizzes given during baseline one. It should be noted that Peter did not receive a 0% after the training and intervention were used in the study. When intervention two was implemented, Peter's quiz scores rose 17 percentage points. Randy's quiz scores increased by 43 percentage points, while Mark's quiz scores increased by 41 percentage points. During baseline two, Mark averaged 53% on his quiz scores; this was a decrease of 15 percentage points from intervention one. Randy's and Peter's quiz score averages increased in baseline two. Randy and Peter both only attended two of the four lectures given, while Mark attended all of the lectures. Randy and Peter both scored high on the quizzes in the beginning of both of the baselines and then a decrease was noted; due to the limited data points in the second baseline, it caused the average of the quiz scores to increase in baseline two. During intervention two, Randy's quiz scores increased 5 percentage points from baseline 2. His total increase from baseline one to intervention two was 45 percentage points in quiz scores, while Mark and Peter showed a decrease of quiz scores in intervention two. Possible explanations will be

Table 3

Mean Percentage of Correct Responses for Students During Each Phase

Student	Baseline 1	Intervention 1	Baseline 2	Intervention 2
Randy	35%	78%	75%	80%
Mark	27%	68%	53%	50%
Peter	23%	40%	70%	40%
Max	37%	30%	20%	13%
Emily	40%	90%	—	60%
Lisa	---	30%	---	53%
Ryan	---	---	30%	75%
mean score	32%	56%	50%	53%

addressed in the Discussion section.

Max averaged 37% in baseline one, 30% in intervention one, 20% in baseline two, and 13% in intervention two. Max's quiz scores decreased as the study was being conducted. Possible explanations for the drop in Max's quiz scores will be addressed in the Discussion section.

Emily, Lisa, and Ryan were absent for more than half of the study. Their graphs and quizzes are included in the study, but due to the number of absences, it was difficult to analyze their data.

Student responses to the intervention of advanced organizers and guided notes with review were averaged and documented in Table 4. The majority of the students who

used the intervention found it favorable and easy to use, with the exception of Max, who answered all the questions with a "no" response. Max consistently reported to the teacher that he did not like to take the quizzes and did not bother to read the questions. Most students requested the guided notes during baseline two and questioned the teacher why they were not using them. An interesting student perception was found in question 6. Although the students were never given any feedback on quizzes, they perceived that the intervention of advanced organizers and guided notes with review improved quiz scores.

Table 4

Student Satisfaction to the Treatment

Question	Satisfied	Unsatisfied
1. Did you find defining key words helpful for taking notes?	5/7= 71%	2/7=29%
2. Did you find the outlines helpful for taking notes?	6/7=86%	1/7=14%
3. Did you find the ten minute review helpful?	6/7=86%	1/7=14%
4. Did you think defining key words, outline and review was easy to use?	5/7=71%	2/7=29%
5. Did defining the key words, outline, and review help you in remembering information?	5/7=71%	2/7=29%
6. Did defining the key words, outline, and review help you score better on quizzes?	5/7=71%	2/7=29%

DISCUSSION

Present Findings

Although the present findings demonstrate an increase in quiz scores when advanced organizers and guided notes with review are used as an intervention, the findings did not produce quiz score gains similar to what Lazarus (1991, 1993) reported. This study was not a direct replication of Lazarus, so it is necessary to discuss the differences found between the two studies. First, Lazarus used a regular education setting, whereas this study was conducted in a special education classroom. Students who are classified in special education and are mainstreamed in regular education classes generally have better study skills, on-task behavior, and attendance than students who are placed in resource classrooms. Lazarus used participants in her study who had a mean age of 16.5 and full-scale intelligence scores ranging from 90 to 113 (mean of 103). This study used participants who had a mean age of 15.1 and full-scale intelligence scores ranging from 75 to 100 (mean of 88). Reading scores were reported by Lazarus with a mean score of 7.8 grade level. This study reported reading scores significantly lower. It needs to be noted that Lazarus's participants had higher intelligence scores and reading scores than this study used. It is possible that the results were not the same due to these differences. Lastly, Lazarus reported that chapter tests (usually 20 to 30 questions) were given (approximately every 5 to 7 days) and used for the dependent measure. Daily quizzes were used in this study for the dependent measure.

It should also be noted that the highest quiz average was 80% during intervention

two (Randy), while the lowest quiz average also occurred in intervention two (Max). Randy was the only participant in the study who showed quiz score gains in the intervention of advanced organizers and guided notes with review. No other participants demonstrated quiz score gains consistently through the study. Interestingly, participants scored their highest quiz score in each phase when the change was first initiated. This can be found in baseline one: students averaged a 65% on quiz 1, a 78% on quiz 9, and a 56% on quiz 13. The only phase in which this was not documented was when the intervention was first implemented. A possible explanation for this increase in quiz scores when the intervention was changed was boredom or novelty. Some students may have been bored with the intervention or with simply taking notes during baseline one and two and liked the change when the new phase was introduced.

Several factors may have accounted for the discrepancies in the quiz scores. First, no participant involved in the study had perfect attendance. Mark was the only participant who missed only one quiz, while Randy, Peter, and Max had three absences throughout the study. Emily, Lisa, and Ryan were absent more than 8 days during the study. Second, content of the lectures varied throughout the study (Table 2). Participants scored highest on quiz 9 at 78%. Quiz 9 was developed from a high-interest lecture on ancient Egypt and mummification. Students were very excited and attentive during the lecture. However, students scored lowest on quiz 3 at 16%. The lecture for quiz 3 covered the content of the Baltic nations. Third, when the quizzes were analyzed, a discrepancy in quiz format was identified. While all quizzes had 10 questions, the format was different. Quizzes 1 through 4 had a similar format of five matching using columns and five multiple-choice questions;

quizzes 5 through 10 were all multiple-choice quizzes. The rest of the quizzes (11 through 16) all had the format of five matching using columns and five multiple-choice questions.

Although the intervention did not show the quiz scores gains for the majority of the students involved in the study, it did had several benefits. First, using advanced organizers and guided notes with review provided the teacher with a consistent lecture format. Students were able to identify the procedure of the intervention and became very efficient in taking notes. The guided notes were actually visual cues for students on what information they should take notes on and record. If a student had a gap or was missing information from the lecture, he or she was able to identify the missing information by a blank on the guided notes. Second, holding a 10-minute review period at the end of each class gave students the opportunity to review and clarify their notes. The in-class review time reinforced that studying the information of the lecture was equally important as taking the notes. The teacher was able clarify any confusing information for the students at this time.

Future Investigations

Future research is needed to replicate and extend the results of content enhancements in the high school setting. Possible areas that need to be studied further include the following. First, the guided notes used in this study were sparse and economic in words. A possible area that needs more study is to use a more detailed set of guided notes and establish if there is a difference in quiz scores for students. It would be well worth the effort to go from a detailed set of guided notes and gradually fade to a more

sparse set of notes. The flexibility of the guided notes allows for such a study to occur. The next area that needs further research is the review of the guided notes. In this study, the placement of the review was given directly following the lecture. Would placing an additional review 10 minutes before the quiz on the following day increase the students' quiz scores? Would exposing students to two review periods be beneficial or would students become bored?

If students with learning disabilities are to successfully acquire content information, it is important that they use strategies to compensate for deficits in written language and reading comprehension. Content enhancements such as those used in the present study could be very useful in the high school setting when a lecture format is used. The results of this study suggest that the content enhancements of advanced organizers with guided notes and review have the potential to become an important component of special education for students with learning disabilities.

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APPENDIXES

Appendix A:

Baseline One

Northern Eurasia

Northern Eurasia contains deserts, mountains, the world's deepest lake, and highly ethnically diverse population. Yet, most Americans know little about this land.

Until the late 1980s, the former Soviet Union and the United States were pitted against each other as superpowers.

Landforms:

Northern Eurasia has plains in the west, becomes more mountainous toward the east, and contains varied landforms on its southern border. Northern Eurasia contains vast areas of tundra, forest, steppe, and desert.

Tundra: is a treeless, frozen plain

Forest: including the sparser taiga and denser mixed forest

Steppes: a fertile grassland

Desert: rocky and sandy

The Ural Mountains form a boundary in Northern Eurasia. These mountains are the dividing line between Europe and Asia.

The Caucasus Mountains form a barrier in Northern Eurasia. They have rugged peaks that are very difficult to travel through.

The western part of Northern Eurasia is more populated than the east because of adequate rainfall, fertile soil, and mineral deposits.

Northern Eurasia's landscape is dominated by plains in the west, becoming mountainous in the east. The Ural Mountains divide Europe and Asia. Rugged mountains, deserts, and grasslands mark the southern border.

Climate:

The harsh climate and vast distances of Northern Eurasia helped repulse invading armies, despite a lack of physical barriers.

Straddling the Arctic Circle, Northern Eurasia has a cool to cold climate that has affected its history and its population distribution.

Interaction:

Need for warm water ports to increase trade with other regions led Russian leaders to extend Russia's boundaries.

Much of the Northern Eurasia region has long, cold winters and dry summers; this limits agricultural productivity.

It is difficult for Northern Eurasia to conduct ocean trade because the Arctic is blocked by ice much of the year; the Pacific is far from populated areas; the only access points to the Atlantic are along the Baltic Sea and across the Black Sea to the Mediterranean.

Compared to the United States which has long coastlines on both the Atlantic and Pacific Oceans.

Russia has some of the world's largest known deposits of oil and natural gas.

People:

Although much of the population is Russian, many different ethnic groups live in Northern Eurasia.

Northern Eurasia has a relatively low population density; most of the people are clustered in warmer regions and along rivers that sere as transport routes. People have settled the deserts only in places where a canal, a river, or a moisture catching mountain range makes farming possible.

The most densely settled part of Northern Eurasia is the west-regions of fertile soil and much industry. Other areas of high population are near rivers, canals, railways, and mines. Russians are the largest of the more than 100 national groups found within Northern Eurasia. Following the breakup of the Soviet Union, fifteen nations became independent. Russia is the largest of the nations. Many ethnic groups and nationalities live in the nations of Northern Eurasia. Cultures and lifestyles vary widely from one nation to another.

The intensely cold climate of Siberia also discourages settlement. Some areas of Siberia have higher population density because they are near rivers, railroads, and mineral deposits.

Many of the ethnic groups are historically Christian (Lutherans in Estonia and Latvia, Roman Catholics in Lithuania, Russian Orthodox in Russia, and Armenian Apostolic in Armenia), many Central Asian ethnic groups, including the Azerbaijanis, Kazakhs, Kirghiz, Tajiks, and Uzbeks are Muslims. If current demographics trends continue, Northern Eurasia could be predominantly Muslim within 100 years.

Despite its size and resources, Northern Eurasia has economic problems.

Name_____

Land, Climate, and Vegetation of Northern Eurasia Quiz

Read the statements below. If a statement is true, write T in the blank. If it is false, write F.

_____ 1. The West Siberian Lowland and the Central Siberian Plateau are in the Asian part of Russia.

_____ 2. The steppes are grasses, mosses, and lichens that support reindeer in polar areas.

_____ 3. The Black and Baltic Seas have access to the Atlantic Ocean; the Caspian and Aral Seas do not.

_____ 4. The influence of the Atlantic Ocean is less in the southern and eastern regions.

_____ 5. Despite its size and resources, Northern Eurasia does not have economic problems.

Write the letter of the correct answer in the blank.

_____ 6. What low mountains are designated as a border between Europe and Asia?
a. Caucasus b. Urals
c. Eastern Highlands d. Pamirs

_____ 7. What is the deepest lake in the world?
a. Yenesei b. Aral
c. Balaton d. Baikal

_____ 8. The region just east of Europe is characterized by
a. plains b. rugged mountains
c. Siberian lowlands d. Eastern Highlands

_____ 9. Outside of the Antarctic, the coldest winters of any land area on Earth are found in
a. Estonia b. the steppes
c. Kara Kum d. Siberia

_____ 10. Eurasia means
a. Europe and Asia b. cold
b. big fish d. naughty student smell

Russia
Russia is the largest country on earth, with mainly cool climates and huge areas of forest and grasslands. From west to east, Russia stretches across ten time zones.

Land and Resources
Russia possesses rich natural resources, but its climate and size present challenges to developing them. Russia's natural resources include: timber, oil, gold, silver, diamonds.

The largest forest region in the world sprawls across central and eastern Russia. It extends more than 4 million square miles.

Transportation
Russia's great size and harsh climates make it hard to establish good transportation routes. In many places, travel by road is often not practical.

Air travel is expensive and unsuitable for transporting many raw materials such as oil and natural gas.

Rivers have been historically important trade routes even though most Russian rivers are frozen for many months of the year.

Railroads are the greatest movers of people and goods in Russia. They are practical alternatives to pipelines for shipping oil.

Politics and the Economy
The Russian Revolution in 1917 overthrew the czar and established a government that based on the ideas of Karl Marx, a German economist. Marx and his followers believed that to achieve social equality, land and businesses should be owned by people in common, hence the word communism.

The Soviet System
The Soviet Union had a command economy, one in which a central authority decides what goods will be produced. Officials in Moscow set production goals for the managers of state-run farms, mines and factories.

Under the czar most Russians had been poor peasant farmers. Many believed communism would improve their lives.

Communism gave people no freedom to make personal decisions or express their opinions. The state controlled their lives as well as the economy.

Industry and Agriculture
Under Soviet rule, farmland was reorganized into state farms and collective farms. Farmers were forced to work on them. Because few incentives existed to encourage farmers to work hard, Soviet agricultural production and distribution remained low.

Stalin's policies also emphasized the development of heavy industry- the production of goods that are used in other industries, such as machines or steel. By 1940, the Soviet Union was the second

largest producer of iron and steel in Europe.

Environmental Impact
Many decisions made by Soviet central planners were wasteful and inefficient. This depleted resources and hurt the environment.

Change and Challenge
In the late 1980s, Mikhail Gorbachev, began a series of reforms. The policy of glasnost, or openness allowed Soviet citizens to say what they wished without fear or government persecution.

Economic Reorganization
Gorbachev offered a plan for economic restructuring, perestroika. It called for a gradual change from a command system to private ownership.

A New World
In mid 1991, Russians voted in their first democratic election, choosing Boris Yeltsin as president of the Russian Republic.

Sweeping political and economic changes in the 1990s improved life for many Russians, but left others insecure.

Name_____
Russia Quiz

Match the description in Column I with the terms in Column II. Write the correct letter in the blank provided. You will not use all the terms.

Column I		Column II
_____	1. principles on which a political system is based	a. perestroika
_____	2. policies that called for a turning about of the economy	b. demand system c. command system
_____	3. production of machinery used by other industries	d. collective farm e. ideology
_____	4. production of goods determined by consumers, not government	f. state farm g. heavy industry
_____	5. agricultural workers receiving wages just like factory workers	

Write the letter of the correct answer in the blank provided.

_____ 6. Russia's natural resources are difficult to convert to usable goods because they are
a. mostly perishable
b. found in remote locations
c. expensive to find
d. inferior in quality

_____ 7. Which of the following is a basic idea in Marxist philosophy?
a. A small group of leaders should control all business and industry in a nation.
b. Each nation should adopt a totalitarian form of government.
c. The state should encourage a class system to establish each person's rank.
d. All land and businesses in a nation should be owned by all people in common.

_____ 8. Soviet policies caused Russian diets to consist mainly of:
a. potatoes and grains
b. fruits and nuts
c. meats and vegetables
d. fish

_____ 9. Which of the following best describes Russia's transportation system?
a. Barge traffic is slow but dependable.
b. Long modern superhighways crisscross Russia for easy movement of goods
c. Airplanes are used extensively to transport goods.
d. Railroads are the greatest movers of goods.

_____ 10. Which of the following was a result of the Russian Revolution?
a. The defeat of the Bolsheviks.
b. The establishment of a new czarist government.
c. The institution of capitalism.
d. The creation of the Union of Soviet Socialist Republics.

Other Independent Nations

Three Nations on the Baltic

The nations of Lithuania, Latvia, and Estonia are along the eastern edge of the Baltic Sea. The three nations are small, together they would fit within the boundaries of the state of Missouri. Their combined populations total about 8 million. Over the centuries, their cultures evolved in different yet related ways. Lithuanians and Latvian speak similar languages, but Lithuania is largely Catholic while Latvia is more Lutheran. Estonians also tend to be Lutheran, but their language is closely related to Finnish. All three nations existed as independent nations during the period between the two World Wars, but the Soviet Union annexed them in 1940. The
Baltic nations were the first to declare their independence in the late 1980s, and their more advanced economies gave them promising hopes for the future.

Three European Countries

Ukraine, Belarus, and Moldova are the other nations that lie along the border of Northern Eurasia and Eastern Europe.

Ukraine

Ukraine is slightly smaller than Texas, its 52 million residents help produce about one fifth of all of the food and industrial products of Northern Eurasia. Ukraine's agricultural productivity results from the fact that it includes those parts of the chernozem belt with the greatest precipitation.

Ukraine's farms were harmed by the 1986 Chernobyl disaster, when a nuclear reactor run by the Soviet government was destroyed by fire. At least twenty-six people were killed and hundreds more were injured in the accident. Some 12.3 million acres of land were polluted by radiation form the damaged plant. Almost all of the European region was affected by the Chernobyl disaster. The slow and poorly explained response of the Soviet government to this disaster led many Ukrainians to conclude that the nation must become independent if it was to serve the needs of its people.

Belarus

The Chernobyl disaster also affected Belarus, a nation of over 10 million people that is roughly the size of Kansas. More than one fifth of Belarus's farmland was contaminated by radioactivity. The Orthodox Slavs, who comprise the bulk of the population, will have to rely more heavily on the development of industries that process imported raw materials. Belarussians also will seek to develop their oil reserves and potash deposits, which are used to make fertilizer.

Moldova

Moldova was once a Romanian principality. Most of its over four million residents speak Romanian. Despite efforts by Soviet leaders to foster a separate identity within the region, the breakup of the Soviet Union was accompanied by calls for Moldova's incorporation back in to Romania. Moldova's economy relies heavily on the production of wine, sugar beets, and seed oils.

Three Nations in the Caucasus

The countries of Georgia, Armenia, and Azerbaijan (ah zur by zhahn) lie in the Caucasus Mountains between the Black and Caspian Seas. Residents of these countries share many characteristics, but significant differences have led to conflicts among them.

Georgia

Over five million Georgians live in a nation that is slightly larger than the state of West Virginia. The warmest winters and heaviest rainfall in Northern Eurasia are along the Black Sea coastline, so Georgia is a center for the production of wine, tobacco, silk, and some citrus crops. Georgia was among the first of the Soviet republics to declare independence in 1991.

Armenia

Armenia is the smallest of the nations in Northern Eurasia. Most of the land is extremely rocky, although farmers grow a variety of crops in southern valleys. The main religion in Armenia is Christianity. Small factories manufacture goods.

Azerbaijan

Azerbaijan has rich petroleum deposits. It also has productive farmlands. Most Azerbaijans are Muslims. Nationalism, the desire of people to form an independent nation to promote their common culture or interests, has always been a powerful force in Azerbaijan.

Five Nations in Central Asia

About one sixth of the people of Northern Eurasia are Muslims. Almost all of the region's Muslims live in Azerbaijan and in five independent countries of central Asia: Kazakhstan (kuh zak STAN), Turkmenistan (turk MEN ih STAN), Uzbekistan (ooz BEK ih STAN), Kyrgyzstan (kihr geez STAN).

The combined area of the five central Asian nations is roughly half the size of the mainland United States. Much of this land is covered by mountains or deserts.

Irrigated cotton production south and east of the Aral Sea was expanded by the Soviet government. The Aral Sea has suffered greatly from the expansion of irrigated cotton production. The Aral Sea lost over 66% of its volume since the Amu Darya and Syr Darya rivers were tapped for cotton irrigation.

The cultivation of irrigated cotton has also resulted in health and environmental problems in the region. Repeated planting of cotton has reduced soil fertility, and heavy doses of chemical fertilizers and pesticides continue to create serious health risks for workers who perform many operations by hand.

The nations of Northern Eurasia face immense economic and political challenges. It remains to be seen whether they will be able to become more productive and democratic without falling into civil war or being overcome by outside forces.

Name_____

Other Independent Countries Quiz

Match the description in Column I with the terms in Column II. Write the correct letter in the blank provided. You will not use all the terms.

Column I

_____ 1. site of Chernobyl nuclear disaster

_____ 2. the desire of people to form an independent nation

_____ 3. inhabited by Romanian speaking people

_____ 4. one of two Christian nations in the Caucasus region

_____ 5. Muslim country where nationalism is strong

Column II

a. Armenia
b. cultivation
c. Azerbaijan
d. Belarus
e. Ukraine
f. Moldova
g. nationalism

Write the letter of the correct answer in the blank provided.

_____ 6. Which group of nations lies between the Black and Caspian Sea?

a. Baltic
b. European
c. Caucasus
d. Central Asia

_____ 7. Most of the Muslim population in Northern Eurasia lives in

a. Central Asia
b. Siberia
c. the Ukraine
d. the Baltic republics

_____ 8. Which of the following bodies of water has suffered greatly from the expansion of irrigated cotton production?

a. Black Sea
b. Caspian Sea
c. Don River Basin
d. Aral Sea

_____ 9. Almost all of this region was affected by the Chernobyl disaster

a. Caucasus
b. European
c. Baltic
d. Central Asian

_____ 10. Which Soviet republics were the first to declare their independence in the late 1980s?

a. European
b. Baltic
c. Central Asian
d. Caucasus

Middle East

Countries that make up the Middle East are Israel, Jordan, Lebanon, Syria, Iraq, Saudi Arabia, Kuwait, Bahrain, Qatar, Oman, United Arab Emirates, Yemen, Turkey, Cyprus, and Iran.

The Middle East was the birth place of Islam, Judaism, and Christianity. Islam, Judaism, and Christianity were spread throughout the world by travelers, conquerors, merchants, and missionaries.

History:
In the mid 600s many different ethnic and religious groups were living in these areas. Most of the people adopted the Islamic religion and the Arabic language. For over 150 years Islam was successful in governing these different people as one political region.

Beginning in the tenth century, the Arabs could not longer control their huge empire in the Middle East. Large numbers of Turks, led by Seljuks conquered almost all the Middle East. They adopted the Islamic religion and ruled the Middle East for more than four hundred years before losing control to the region's last great empire builders- The Ottoman Turks.

Under the Ottomans, the people of region, including the Jews, Christians, and the Muslims, became part of the Ottoman rayah, or flock. The flock was divided into groups of religion.

Beginning in the late 1700s discontent and rivalry developed among the different ethnic and religious groups under Ottoman control. Many of these groups were anxious to establish independent homelands. The Ottoman leadership was no longer powerful enough to hold its empire together.

By the mid 1800s the Ottoman Empire was being called "the sick man of Europe" and Great Britain, France, and Russia were impatiently waiting for it to die.

In 1914 World War I broke out, Great Britain, France and Russia, known as Allies, were on one side. On the other side were Germany and Austria-Hungary, with whom the Ottomans joined. Although World War I was mainly fought in Europe, it greatly affected the course of modern Middle Eastern history. Soon after the war started, the Allies began secret negotiations to decide how to divide the Ottoman Empire when it was defeated. They agreed that, except for the Arabian Peninsula, each of them would control different parts of the empire. The Arabs in the Arabian Peninsula would be given their independence when the war ended.

In 1915, Sir Henry McMahon (a representative of the British government) began to

correspond with Husayn (Arab ruler of sacred cities on the Arabian peninsula). Husayn wanted to break away form the Ottoman Empire and establish an independent Arab homeland.

Husayn agreed to revolt against the Ottomans in exchange for British support of a homeland for all Arabs, including Christians. Husayn believed that almost all of the area from southern Turkey to southern Arabia, and from the Mediterranean Sea east to the borders of Iran would be one vast Arab country.

Unknown to Husayn, Great Britain and France were secretly working out another agreement, for dividing the Ottoman Empire. This agreement was known as the Sykes-Picot Agreement, limited the independent Arab state to the area that is now Saudi Arabia and Yemen. It gave the French control of Syria and allotted Palestine and Iraq to Great Britain. When the Arabs discovered this they felt Great Britain had broken its promise to them.

Following World War I, the once great empire of the Ottomans was reduced to Turkey. As arranged in the Skyes-Picot Agreement France and Great Britain divided the rest of the Ottoman Empire between them. France took Syria, including the area that would become the country of Lebanon. Great Britain was given Palestine (the land that is now Israel, Jordan, part of Egypt and Iraq). By the mid 1940s Iraq, Jordan, Syria, and Lebanon had been established as independent countries.

The issue of independence for Palestine created a dilemma for Great Britain. Two groups claimed Palestine as their homeland- the Arabs and the Jews. Both had historical ties to Palestine.

In 1917, in the midst of World War I, the British government issued the Balfour Declaration. It stated that Britain's support for the creation of a Jewish national home in Palestine without violating the rights of Arabs living there.

The Arabs were shocked and dismayed, they had been led to believe that Palestine would become part of a larger independent Arab. The British formally promised the Arabs that their political rights would not be affected by the Balfour Declaration.

Jews believed the declaration meant that Great Britain would encourage Jewish immigration to Palestine in order to establish a Jewish national homeland. The Arabs expected Great Britain to keep its word and support their right to self government.

While Britain searched for a way to solve the problem, the struggle between Jews and Arabs in Palestine became increasingly violent.

Meanwhile, Hitler came to power in Germany in 1933. As Nazi Germany began to

persecute Jews, thousands fled to Palestine.

In 1947, the British government announced it was withdrawing from Palestine and turning the problem over to the United Nations. After months of debate, it was recommended that Palestine be partitioned into two states: one Arab, one Jewish. The city of Jerusalem, sacred to Jews, Christians, and Muslims would be designated an international city.

The Jews accepted the plan, but the Arabs were furious. Arab leaders warned that any action taken to divide Palestine would result in war. By the end of 1948 war between Israel and the Arab countries left the Palestinians without a homeland.

Name_____
Middle East Quiz

Match the description in Column I with the terms in Column II. Write the correct letter in the blank provided. You will not use all the terms.

Column I	Column II
_____1. Skyes-Picot Agreement	a. the killing of nearly six million European Jews by Nazis
_____2. Ottoman Empire	b. ancient land on east coast of the Mediterranean Sea claimed as a homeland by both Arabs and Jews.
_____3. The Holocaust	c. large region of the Middle East once controlled by Turkey
_____4. Palestine	d. French control of Syria and allotted Palestine and Iraq to Great Britain
_____5. Balfour Declaration	e. Supported the creation of a Jewish national home in Palestine without violating rights of Arabs living there

Write the letter of the correct answer in the blank provided below.

_____ 6. The group of people who defeated the Arabs in the 10th Century and ruled the Middle East for more than 400 years were the
a. Ottoman Turks b. Christians
c. Seljuk Turks d. Jews

_____ 7. The Palestinians were left without a homeland
a. after the Islamic religion was established
b. because Palestine was given to the Ottomans
c. as a result of the Arab- Israeli War of 1948
d. because in 1947 Jews made up 70 percent of Palestine

_____ 8. Which two groups claimed Palestine as their homeland?
a. Egyptians and Jordanians
b. the Arabs and the Jews
c. Syrians and the Jordanians
d. French and the British

_____ 9. The Balfour Declaration stated Britain's support for
a. suspending rights of Arabs living in Palestine
b. the creation of a Jewish national home in Palestine
c. an independent Arab country in Europe
d. a larger Jewish immigration to Palestine

_____ 10. In 1947 the British government withdrew from Palestine and turned the problem over to
a. France b. Israel
c. the United States d. the United Nations

Appendix B:

Intervention One

Name_____

Here are some words you may have to write when taking notes. For each word, write an abbreviation. You can make up an abbreviation for a word as long as it allows you to recognize the word.

November

amendment

general

Africa

William

science

interest

library

kidney

history

computer

geography

Abbreviating Common Geography Words

1. acid rain
2. absolute location
3. chaparral
4. coniferous
5. continent
6. culture
7. El Nino
8. Equator
9. Eurasia
10. fjord
11. Geography
12. Glacier
13. Glasnost
14. Hemisphere
15. Hydroelectric power
16. Indigenous
17. Irrigation
18. Lagoon
19. Latitude
20. Longitude
21. Maritime
22. Natural resources
23. Permafrost
24. Precipitation
25. Province
26. Renewable resources
27. Savanna
28. Solar energy
29. Subsistence farming
30. Taiga
31. Tributary
32. Tundra
33. Unitary
34. Urbanization
35. Wadi
36. Watershed
37. World bank
38. Yurt

Create an abbreviation for each of the following:

Organization of American States

Republic of China

mathematics teacher

football coach

weekly assignment

National Aeronautics and Space Agency

North Atlantic Treaty Organization

shopping list

longitude and latitude

Saturday afternoon and evening

television program

World Wide Web

pencil and paper

For each sentence below, rewrite the sentence in a shorter form or as a phrase.

1. As we have noted, the Constitution gives to each branch of the government its own distinctive field of governmental authority: legislative, executive, and judicial.

2. The weight at which you look and feel most comfortable is your "ideal" weight or the healthiest weight for your body.

3. Any water used for drinking purposes not only must be free of salt but also should be free of foreign matter.

4. The common cold is really a group of symptoms and signs caused by a variety of viruses.

5. Each of the American colonies was born out of a particular set of circumstances, and so each had its own character.

Outlining

Read the passage on nuclear waste disposal on page 416.

1. What is the overall topic of the passage?

2. List the four main points from the passage.

a. _____

_____

b. _____

_____

c. _____

_____

d. _____

_____

3. Translate the information about the topic into outline form.

Topic: _____

Major Points

1. _____

_____

2. _____

_____

3. _____

_____

4. _____

_____

Skim page 434 on the birth of civilization and answer the following questions about the passage.

4. What is the overall topic of the passage?

5. List the major points from the passage.

a. _____

_____

b. _____

_____

c. _____

_____

d. _____

_____

6. Translate the information into outline form.

Topic:_____

1._____
_____

2._____
_____

3._____
_____

4._____
_____

NOTE TAKING

1. You can think about
    a. effective listening
    b. note taking

2. Why take lecture notes?
    a. notes aid in
    b. research found
    c. lecture notes provide a gauge
    d. effective note taking occurs

3. Before lecture
    a.
    b.

4. During lecture
    a.
    b.
    c.
    d.

5. After lecture
    a.
    b.
    c.
    d.

NOTE TAKING

You can think about four times faster than a lecturer can speak. Effective listening requires energy; to compensate for the rate of presentation, you have to actively listen. Note taking is one way to enhance listening and using an approach to the taking and reviewing of your notes can add to your understanding and remembering the content of lectures.

It will soon become apparent, if it hasn't already, that not all lectures are fascinating and stimulating, and that not all lecturers are born with a gift for public speaking.

Why take lecture notes?
Taking notes aides your comprehension and retention. Researchers found that if important information was contained in notes, it had a 34 percent chance of being remembered. Information not found in notes had only a five percent chance of being remembered.

Lecture notes provide a gauge for what is important in the textbook. Lecture notes combined with notes from textbook material are an excellent review for tests.

Note taking is not just something that you do as you sit in a class. To become an effective note taker, you must use strategies before, during, and after a lecture.

Before lecture
Be prepared! Have paper and pencil
Sit in the front of the class. Let the teacher know that the class is important to you. Avoid sitting among friends who might distract you.

During lecture
Be neat! It's frustrating to study from messy handwriting! Organization is the key to good note taking

Use abbreviations! It only has to make sense to you! Develop and use standard symbols, such as & (and); # (number); ? (question); ! (important);

**(remember this)

Think of a lecture as an active, learning process, rather than a passive exercise. Writing verbatim what the lecturer says or copying everything down from overheads, does not involve much thought, and subsequent reading of these notes often makes little sense.

Ask questions if you don't understand. Use margins for questions, comments, notes to yourself on unclear material.

After the lecture
Students who review notes achieve more than those who do not. Frequent reviews aid your recall of information by transferring information from short term memory to long term memory. The more often you read or hear something, the easier it is to remember. With only one exposure to information (during lecture), most information is lost within the first 24 hours. Reviewing notes within one to two days reduces the information you will forget.

Go over your notes as soon as possible after the lecture. Fill in facts and examples while the lecture is still fresh in your mind. Clear up missing or confusing information by consulting your teacher or textbook.

Review, Review, Review!!! Review your notes. Without review, you will forget 80% of what's in your notes (and you will have to re-learn this information later on!).

Name_____

Multiple Choice. Chose the best answer for each of the questions.

_____ 1. You can think _____times faster than a lecturer can speak.
a. two b. four
c. three d. five

_____ 2. Note taking if one way to enhance_____.
a. listening b. remembering
c. understanding d. all of the above

_____ 3. Researchers found that if important information was contained in notes it has a _____ percent chance
of being remembered.
a. 24 b. 34
c. 30 d. 20

_____ 4. Information not found in notes had only a _____percent chance of being remembered.
a. five b. ten
c. eight d. nine

_____ 5. To become an effective note taker you must use strategies _____ a lecture.
a. before b. during
c. after d. all of the above

_____ 6. To let the teacher know the class is important to you, you should
_____.
a. be neat when taking notes
b. sit in the front of the class
c. never ask questions during the lecture
d. copy notes from the teacher's verbatim

_____ 7. Copying everything down from the overhead, during a
lecture_____.
a. does not require much thought
b. is what the teacher wants you to do
c. is the only way to understand a lecture
d. does require a lot of thought

_____ 8. Use the margins of your notes to_____.
a. draw pictures of your friends and teacher
b. copy notes verbatim
c. to write questions or comments to yourself that are unclear
d. to write questions or comments to yourself that are clear

_____ 9. Frequent reviews aid your recall of information by transferring information from
_____.
a. overhead projector to note paper
b. short term memory to long term memory
c. your brain to your paper
d. reviews who needs them, they are for nerds

_____ 10. When should you review your notes?
a. immediately after a lecture
b. immediately before a lecture
c. immediately before a test
d. immediately before you go to sleep

The Land of Africa
Name_____

KEY WORDS

diversify — Savanna

desertification — Precipitation

1. Continent
    a. United States
    b. diverse land

2. East Africa
    a. Mount Kilimanjaro
    b. location
    c. elevation

3. Great Rift Valley
    a. location
    b. depth

4. Lakes
    a. Lake Victoria
    b. Nile River
    c. Lake Tanganyika

5. Land near equator
    a. rain forest
    b. importance of rain forest

6. Savannas
    a. animals
    b. farming

7. Deserts
    a. Sahara
        1. largest desert
        2. arabic word

    b. Kalahari
        1. landform
        2. location

c. Namib
    1. climate
    2. precipitation
    3. location

8. Sahel
    a. Arabic word
    b. shrinking
        1. animals
        2. people
    c. desertification and erosion

The Land of Africa

Africa is the world's second largest continent. More than three times the size of the United States, Africa is home to enormous mountains, tropical rainforests, grassy savannas, three large deserts, and the world's longest river.

There are many tall mountains in East Africa. Mount Kilmanjaro, the continent's largest peak, is a volcano that is no longer active. Kilmanjaro is located near the equator, but is so high that its peak is always covered with snow.

The Great Rift Valley of East Africa an enormous split torn in the Earth's crust that runs from the forests of Tanzania to the deserts of
Ethiopia. In some places, the rift is thousands of feet deep. The result is a stunning landscape. There are places along the rift where the walls of the valley are more than a mile high.

Many lakes have formed in the Great Rift Valley. LakeVictoria, on the border of Uganda, Tanzania, and Kenya, is the world's second largest freshwater lake. Victoria is a source of the Nile, the world's longest river. It is also a source of Lake Tanganyika, a lake in the Great Rift Valley that is almost a mile deep.

Most of equatorial Africa, or land near the equator, is a lush, tropical rainforest. The rainforest is hot and wet; an average of more than 70 inches of rain falls annually. Rainforest is home to some of the world's most important vegetation because it provides oxygen to the entire planet, and, keeps the earth's temperature from rising. If the earth's temperature rises,even by a few degrees, the ice near the north and south poles will melt and the oceans will rise. Most of Palm Beach County is less than ten feet about sea level, so global warming could have a strong impact on our lives.

North and south of the rainforest are savannas, areas with tall grasses and scattered trees and bushes. The savanna is home to large grazing
animals like elephants, lions, tigers, giraffes, and zebras. The savanna is generally not used for farming because the topsoil is too thin.

Africa is home to three deserts, the Sahara, the Kalahari, and the Namib; together they comprise more than a quarter of the continent. The Sahara is the largest desert in the world, covering part or all of eleven African countries. Sahara is derived from the Arabic word for desert. The
Kalahari is a cold, rocky desert in southern Africa. The Namib, in southwest Africa, is one of the hottest, driest places on earth, with less
precipitation than even the Sahara.

The Sahel is the strip of land that separates savanna from the desert. Sahel comes from the

Arabic word for "edge" or "border" because it is the edge of the desert.

The Sahel is shrinking at an alarming rate. Animals have been allowed to graze on its fragile land, which has destroyed the vegetation. The people who live along the Sahel have caused it to shrink by cutting trees and bushes for fuel. Without the trees and bushes to hold it in place, the thin topsoil is of the Sahel blown away, leaving stony land where neither grass
nor crops can grow. The Sahara and the Kalahari Desert creep one hundred miles closer to one another every year as desertification and
erosion spread.

Name_____

The Land of Africa Quiz

Multiple choice. Only chose one answer for each question.

_____ 1. Mount Kilimanjaro is approximately
a. 20,000 feet in elevation
b. 15,000 feet in elevation
c. 10,000 feet in elevation
d. 5, 000 feet in elevation

_____ 2. The Great Rift Valley is located in
a. North Africa
b. South Africa
c. West Africa
d. East Africa

_____ 3. The world's longest river is the
a. Victoria
b. Nile
c. Tanganyika
d. Amazon

_____ 4. Africa is _____ times larger than the United States
a. two
b. three
c. four
d. five

_____ 5. The largest desert in the world is the
a. Sahara
b. Kalahari
c. Namib
d. Death Valley

_____ 6. One of the hottest driest places on earth is the
a. Sahara Desert
b. Kalahari Desert
c. Namib Desert
d. Death Valley

_____ 7. The rainforest is important because
a. it is home to some of the world's exotic monkeys
b. it provides oxygen to the entire planet
c. it helps with promoting global warming
d. all of the above

_____ 8. The savanna is home to
a. exotic grasses
b. the richest topsoil
c. the largest farm areas in Africa
d. large grazing animals

_____ 9. Africa is the
a. world's largest continent
b. slowest growing continent
c. world's second largest continent
d. world's third largest continent

_____ 10. Deserts comprise more than _____ percent of Africa.
a. fifty
b. thirty
c. forty-five
d. twenty-five

A Continent in Crisis
Name_____

KEY WORDS

refugee Famine

multilingual Drought

---

1. World's poorest nation

2. Population
    a. government
    b. women average high birth rate

3. AIDS
    a. people infected
    b. death rate
        1. Zimbabwe

4. Ethnic Rivalries
    a. ethnic groups
    b. languages
    c. Africans identify more with their ethnic groups
        1. Europeans
        2. Borders
    d. Sudan
        1. Northern Sudan vs. Southern Sudan
            a. civil war
            b. ethnic cleansing
            c. Iraq
    e. Mountains of East Africa
        1. Hutu people vs. Tutsi people
            a. characteristics
                1. Hutu
                2. Tutsi
        2. peace agreement
        3. 1993
            a. aircraft
            b. Hutus
        4. 1997

f. languages
    1. multilingual
        a. Arabic and English
    2. merchants and traders
    3. 350 million
    4. Kiswahili
        a. mixture
5. plagues of Africa
    a. famine
    b. drought

A Continent in Crisis

Seventy percent of the world's poorest nations are in Africa.

The population of Africa's poorest people is growing too rapidly for governments to support their needs. In many of Africa's least developed nations, women average more than six children.

AIDS has become a pandemic throughout Central and West Africa. More than 21 million people in sub-Saharan Africa are infected with the AIDS virus. This is more than twice the number of the rest of the world combined. The death rate among adults under sixty has risen more than fifty percent and has tripled in Zimbabwe. It is estimated that one of every five Zimbabweans have the virus. African nations owe more substantial amounts of money to nations around the world, and are unable to pay what they owe.

Ethnic rivalries and civil wars have forced millions of Africans to become refugees. A refugee is a person who has had to flee their home for safety.

Famine and drought have plagued many of the nations of Africa. World organizations have attempted to help, but civil war and ethnic rivalries often keep food from reaching people who need it.

Ethnic Rivalries

The people of sub-Saharan Africa have more than 3,000 ethnic groups speaking more than 800 languages. Many Africans identify more with their ethnic group than their country. This is due to the fact that when Europeans colonized Africa, they created borders without regard to the interests or customs of diverse ethnic groups. Sometime borders divided people belonging to the same ethnic group, while at other times, bitter rivals were forced to share power. As African countries won their independence, the arbitrary borders set by the Europeans remained unchanged.

Sudan, in northwest Africa, is an example what can happen when rival groups are forced to live with one another. The Muslim Arabic speaking people in northern Sudan have been engaged in a civil war with the black animists and Christians in southern Sudan. Amnesty International has charged the Arabs in northern Sudan with "ethnic cleansing" of the black southern Sudanese. More than one million people have died in battle or from famine and disease resulting from the war. The Arab controlled government in Sudan has close ties with Iraq, and on August 20, 1998, the United States launched cruise missiles against a factory in Sudan that the Americans said manufactured chemical weapons.

Ethnic rivalries in the mountains of East Africa have claimed the lives of millions of Africans in the last several years. The Hutu people controlled the tiny nation of Rwanda, despite the fact that the ethnic Tutsi outnumbered them. The Hutu are generally shorter than the Tutsi, have darker skin and tend to be farmers, while the Tutsi are are pastoralists, who tend to animals. In 1990, Tutsi living in Uganda invaded Hutu controlled Rwanda, but the two sides signed a peace agreement in 1993 calling for a coalition government. The following year, an

aircraft carrying the presidents of Rwanda and neighboring Burundi was shot down. Deep-seated ethnic hatred erupted and the Hutus slaughtered an estimated 800,000 Tutsis as retribution. Many experts in the region now believe a Hutu extremist shot down the plane. The Tutsi rebels responded with a fourteen week civil war that defeated the Hutu government and forced almost two million Hutu to flee to neighboring Zaire (now Congo). Ethnic tensions in the region continue, but most Hutu and Tutsis had returned to their homes by 1997.

Since many Africans are multilingual, they generally speak their native language and a second world language such as Arabic or English. Arabic has long been the language of merchants and traders in Africa. Additionally, it is spoken by most of the 350 million Muslim people on the continent, often as a second language. Kiswahili, a mixture of Arabic and Swahili, is spoken in many parts of East Africa.

Name_____

A Continent in Crisis Quiz

Multiple Choice. Only chose one answer for each question.

_____ 1. One of every five people of what nation have AIDS?
a. Congo b. Burundi
c. Zimbabwe d. Ethopia

_____ 2. In many of Africa's least developed nations, women average more than _____ children.
a. two b. four
c. six d. eight

_____ 3. Africans identify more with their _____ than their country.
a. families b. ethnic groups
c. religious groups d. co-workers

_____ 4. _____ has long been the language of merchants and traders in Africa.
a. French b. Arabic
c. English d. Swahili

_____ 5. Kiswahili, a mixture of arabic and _____ is spoken in many parts of East Africa.
a. French b. Arabic
c. English d. Swahili

_____ 6. Who is believed to have shot down an aircraft carrying the presidents of Rwanda and Burundi in 1994?
a. Hutu extremist b. Tutsi extremist
c. Burundi extremist d. Sudan extremist

_____ 7. Many Africans are _____, they generally speak their language and a second language.
a. refugee b. multilingual
c. famine d. drought

_____ 8. A _____ is a person who has had to flee their home for safety.
a. refugee b. multilingual
c. famine d. drought

_____ 9. African governments are unable to support their people's needs due to _____
a. overpopulation b. ethnic rivalries
c. civil wars d. ethnic cleansing

_____ 10. _____ percent of the world's poorest nations are in Africa.
a. fifty b. sixty
c. seventy d. eighty

The Big Men
Name_____

KEY WORDS

coup

Coronation

exile

---

1. Rulers
    a. military coup
    b. uneducated soldiers
    c. elaborate displays

2. Jean Bedel Bokassa
    a. modern Napoleon
    b. 22 million
    c. overthrown
        1. murderer
        2. massacre
    d. exiled in 1979
    e. six years in prison

3. Idi Amin
    a. named himself
    b. Asian immigrants
        1. dream
        2. ownership
    c. 1976
        1. Palestinian hijacking
    d. 1979
        1. Saudi Arabi

4. Patrice Lumumba
    a. cold war
    b. United States
    c. Soviet Union
    d. both the United States and Soviet Union
    e. Fidel Castro
    f. American and European government backed a coup

5. Mobutu
    a. corrupt leader
    b. 1970
        1. renamed nation
        2. ordered people
    c. 1997

6. Future for African nations
    a. hopeful
        1. Nelson Mandela

The Big Man

Thuggish rulers have plagued several African nations in the post-colonial period. The "Big Men" have generally taken power in military coups and repressed any disagreement in their nations. Most of the "Big Men" have been uneducated soldiers who were poorly equipped to lead. They often used elaborate displays to impress their people, but their actions sometimes bordered on buffoonery.

Jean-Bedel Bokassa saw himself as a modern Napoleon when he installed himself as "emperor" of the Central African Republic. Bokassa's $22 million "coronation" consumed one quarter of his poor nation's annual revenue. After Bokassa's overthrow two years later, he was convicted, among other things, of murdering members of his army and poisoning his grandchild. Bokassa personally participated in the massacre of school children who protested against paying for school uniforms bearing Bokassa's picture. Bokassa was exiled after a 1979 coup. He later voluntarily returned to face murder charges for the killing of the school children, and served six years in prison. Bokassa was released in 1993 and died three years later.

Idi Amin staged a coup in Uganda in 1971. He named himself Chief of the Armed Forces, Field Marshal, President for Life, King of Scotland, and Heavyweight Boxing Champion. Amin forced all Asian immigrants to leave Uganda in 1972, because he said God ordered him to do so in a dream. Amin gave their businesses and homes to native Ugandans, which led to the breakdown of Uganda's economy. In 1976, Amin was personally involved in the Palestinian hijacking of a French airliner to Entebbe, Uganda. Amin was toppled in a 1979 coup, and now lives in Saudi Arabia.

When the people of the Belgian Congo declared their independence in 1960, the Congolese people elected Patrice Lumumba as their leader. Lumumba took power during the "Cold War," a conflict led by the United States and the Soviet Union (now Russia) from the end of World War II to 1990. The United States led the "free world" of capitalist countries in North America in Europe, while the Soviet Union led the "Communist" world of eastern Europe and most of Asia. Both nations wanted to influence the "third world" of underdeveloped nations in Africa, the Caribbean, South America, and Southeast Asia. Fidel Castro took control of the Caribbean island of Cuba in 1959 and formed a Communist state. The American and European government feared Lumumba would do the same in Congo, so they backed a coup, or military takeover, led by Joseph D. Mobuto.

Mobuto was a corrupt ruler who used his country's treasury to amass a fortune estimated at $5 billion, including homes throughout Europe. In 1970, he renamed his nation Zaire, and ordered that all places and people take African names. Mobuto renamed himself Mobutu Sese Seko Kuku wa za Banga, which according to a government authorized translation means: "The all-powerful warrior who, because of his endurance and inflexible will to win, will go from conquest to conquest leaving fire in his wake." Mobutu was suffering from cancer when Laurent Kabila led a 1997 rebellion. He left quietly with his fortune and died in exile.

Many dictators continue to rule African nations, but the passing of Mobutu and the election of Nelson Mandela in South Africa are hopeful signs for Africans who want to bring freedom to their people.

There are African nations known as Congo. Mobutu ruled the larger of the two nations now known as the Democratic Republic of Congo. Moboutu renamed his nation Zaire in 1970, but the current leaders reverted to Congo once Mobuto left power. You will often see Zaire on older maps of Africa.

Quiz- The Big Men
Name_____

Multiple Choice.

_____ 1. _____ saw himself as a modern Napoleon.
a. Jean- Bedel Bokassa b. Idi Amin
c. Patrice Lumumba d. Joseph D. Mobuto

_____ 2. _____ named himself Chief of the Armed Forces, Field Marshal, President for Life, King of Scotland, and Heavyweight Boxing Champion.
a. Jean- Bedel Bokassa b. Idi Amin
c. Nelson Mandela d. Joseph D. Mobuto

_____ 3. _____ took power of the Belgian Congo during the "Cold War".
a. Jean- Bedel Bokassa b. Idi Amin
c. Patrice Lumumba d. Joseph D. Mobuto

_____ 4. _____ was a corrupt ruler who used his country's treasury to build a fortune estimated at $5 billion.
a. Jean- Bedel Bokassa b. Nelson Mandela
c. Patrice Lumumba d. Joseph D. Mobuto

_____ 5. _____ renamed the Democratic Republic of Congo to Zaire in 1970.
a. Jean- Bedel Bokassa b. Idi Amin
c. Patrice Lumumba d. Joseph D. Mobuto

_____ 6. Most of the bad rulers of African nations have been_____.
a. educated soldiers
b. used elaborate displays to impress their people
c. well equipped to be leaders
d. all of the above

_____ 7. _____ personally participated in the massacre of school children who protested against school uniforms.
a. Jean- Bedel Bokassa b. Idi Amin
c. Patrice Lumumba d. Nelson Mandela

_____ 8. _____ ordered that all places and people take African names.
a. Jean- Bedel Bokassa b. Idi Amin
c. Patrice Lumumba d. Joseph D. Mobuto

_____ 9. _____ forced all Asian immigrants to leave Uganda in 1972, because he said God ordered him to do so in a dream.
a. Jean- Bedel Bokassa b. Idi Amin
c. Patrice Lumumba d. Joseph D. Mobuto

_____ 10. The election of_____ in South Africa are hopeful signs for Africans who want to bring freedom to their people.
a. Jean- Bedel Bokassa b. Nelson Mandela
c. Patrice Lumumba d. Joseph D. Mobuto

The Forest Dwellers
Name_____

KEY WORDS

nomad Deforestation

---

1. Mbuti
    a. forest
    b. nation
    c. pygmies

2. Core element
    a. mother and father
        1. acknowledge it as source of

3. nomads
    a. men
    b. women

4. hunting
    a. meat
    b. bow and arrow
    c. nets

5. child care
    a. men and women

6. women
    a. huts
    b. cooking

7. their life is threatened
    a. 80,000 remain
    b. deforestation
    c. development

The Forest Dwellers

A growing number of Africans are moving
to cities, but some people continue to maintain the lifetyle and customs of their ancestors. The Mbuti live in the Ituri forest in northeastern Congo/Zaire. Outsiders have called them pygmies, a Greek word meaning dwarf, because adult Mbuti are only 4½ feet tall.

The forest is the core element around which traditional life flows. They sometimes refer to the forest as mother or father. Acknowledging it as a source of their food, clothing and materials for shelter.

The Mbuti are nomads. They travel through the forest making a new camp every few weeks. The men hunt with spears, small arrows, and nets, with which they hunt antelope and other small mammals. Women gather fruits, berries, and roots.

Hunting occurs only when meat is needed for consumption or trade and the successful hunter typically shares with others of his group. Men do the hunting, particularly when they are hunting with bow and arrow, but women and children play a key role when nets are used. Long nets are spread by the waiting hunters, and women and children flush game into the nets. Men and women share child care together. Women are in charge of building the huts and do most of the cooking.

Their way of life is threatened. Less than 80,000 remain. The forest is being cut down as Africa become more urban and roads are built through the forest. Governments have tried to teach the Mbuti modern farming, but they have had little success. Most Mbuti have no interest in leaving the forest, but many people are concerned with what will happen to the Mbuti if the forest no longer exists.

Name _____

The Forest Dwellers Quiz

Multiple Choice

_____ 1. _____ live in the Ituri forest in northeastern Congo/Zaire.
a. Goats b. Mbuti
c. Monkeys d. Gorillas

_____ 2. The Mbuti are _____, they travel through the forest making new camp every few weeks.
a. nomads b. gypsies
c. deforestation d. homeless

_____ 3. Outsiders have called them _____ because adult Mbuti are only 4 ½ feet tall.
a. tall b. height impaired
c. pygmies d. Greek

_____ 4. The _____ is the core element around which traditional Mbuti life flows.
a. dinner table b. family
c. forest d. all of the above

_____ 5. The Mbuti sometimes refer to the forest as _____ or _____.
a. green or yellow b. evil or demonic
c. happy or mellow d. mother or father

_____ 6. _____ do the hunting, particularly when they are hunting with bow and arrow.
a. men b. children
c. women d. all of the above

_____ 7. Women and children play a key role in hunting when _____ are used.
a. fishing poles b. bow and arrow
c. rifles d. nets

_____ 8. The Mbuti life is threatened because _____
a. the forest is being cut down
b. Africa is becoming more urban
c. more roads are being built through the forest
d. all of the above

_____ 9. To clear the land of forests or trees is the definition of _____
a. nomad b. deforestation
c. pygmy d. Mbuti

_____ 10. Most Mbuti have no interest in _____
a. leaving the forest
b. making a new camp every few weeks
c. hunting with bow and arrow
d. all of the above

Appendix C:

Baseline Two

EGYPT

Egypt is the land of wide forbidding deserts divided by a single river, the Nile. Without the Nile all of Egypt would be a desert. For this reason, Egypt is sometimes referred to as the "Gift of the Nile".

The Nile is the world's longest river. It begins in Central Africa and flows northward for 4,187 miles before it empties into the Mediterranean Sea. It runs through Egypt from south to north.

About 99 percent of Egypt's people live either in the Nile Valley, the Nile Delta, or the Suez Canal region. Along the Nile's cultivated banks, population density averages about 5,000 people per square mile. Egypt's two largest cities are Cairo, the capital and Alexandria, a major seaport and resort on the Mediterranean Sea.

The Nile River
Like a giant snake, the Nile River slithers through some of the driest deserts on earth to isolate a narrow green valley. Today, more than sixty million people live along the banks of the Nile, the world's longest river. The Nile was also home to one of the earliest civilizations in history.

Ancient Egypt could not have existed without the great river. Every year, the snow in the mountains of East Africa melts, sending a torrent of water that overflows the banks of the Nile. The river picks up bits of soil and plant life called silt. The silt is dropped on the banks of the Nile as the flood recedes, and creates excellent topsoil that provides two or three crops every year. The ancient Greeks spoke with envy when they referred to Egypt as "the Gift of the Nile."

Ancient Egypt was protected from invaders by natural borders: the land beyond the Nile River Valley is a desert. There are several large waterfalls along the Nile River south of the ancient civilization. Not many people ventured into the sea before 1500 BC, so the Mediterranean Sea formed a natural border. Enemies could only invade Egypt by crossing the narrow Isthmus of Suez.

The Land of the Dead
We know a great deal more about Egyptian afterlife than we do about their culture. The Egyptians wrote on sheets made from stalks of papyrus. The papyrus disintegrated over time in the humid climate. Time also destroyed the mud brick homes of the Egyptians. What we do know about ancient Egypt comes mainly from their great pyramids. The pyramids were stone structures built as tombs and monuments to their pharaohs.

The Egyptians believed that death led to an afterlife where the dead person cultivated their Elysian Field. As long as the body existed, a person continued to live in the afterlife. The Egyptians carefully buried their dead in dry sand with their most treasured possessions. Children were buried with their toys so that they could play in the afterlife. The Egyptians were very careful to say only good things about the dead.

The Egyptians believed their leader, the pharaoh, was their link to the afterlife, so they took particular care in preserving the pharaoh's bodies as mummies. Egyptian mummification was an expensive and time consuming so it was used only for the pharaoh and the very rich. The body was cut on the side to remove the intestines, liver, stomach, and lungs. The organs were then wrapped

in linen and stored in jars. The brain was removed through the nose using long hooks. The Egyptians did not understand the importance of the brain, so they often discarded it.

The body was stuffed for about forty days to drain any fluids. When the stuffing was removed, the body was very dry and smaller than in life. It was again stuffed with packing and covered in jewels. The body was then wrapped in about twenty layers of linen.

Name _____

Egypt Quiz

Multiple Choice.

_____ 1. The Nile River empties into the _____.
a. Indian Ocean b. Atlantic Ocean
c. Mediterranean Sea c. Red Sea

_____ 2. What we know about ancient Egypt comes mainly from the _____.
a. pyramids b. writings
c. artwork d. music

_____ 3. The ancient Egyptians believed, as long as the body existed, a person continued to live in the _____.
a. pyramids b. after life
c. home d. all of the above

_____ 4. The ancient Egyptians buried their dead with their _____.
a. jewels b. gold
c. money d. treasured possessions

_____ 5. The name of the ancient Egyptians leaders was called _____.
a. bazaars b. pharaohs
c. reserviors d. fellaheens

_____ 6. When the ancient Egyptians removed the brain, what did they do with it?
a. discarded it b. wrapped it in linen
c. stored it in a jar d. they did not remove the brain

_____ 7. The _____ is the world's longest river.
a. Amazon b. Nile
c. Suez d. Congo

_____ 8. The capital of Egypt is _____.
a. Alexandria b. Giza
c. Suez d. Cairo

_____ 9. Preserving the body is a process known as _____.
a. pharaohs b. deforestation
c. mummification d. desertification

_____ 10. Ancient Egypt was protected from invaders by _____.
a. natural borders b. waterfalls
c. Mediterranean Sea d. all of the above

Libya and Maghreb

The Northern African countries west of Egypt are Libya and the Maghreb nations of Tunisia, Algeria, and Morocco. The Maghreb comes from an Arabic term meaning, "land farthest west". North Africa's culture is best described as a blend of African, Arab, and European nations.

The northern nations of Africa are similar in many respects. The majority of the people are Arabic speaking Muslims who live along the Mediterranean Coast. The lands that are now Libya and the Maghreb have been ruled in the past by Romans.

There are important differences among these nations. Libya is a large country with rich oil reserve with little farming. Tunisia is small and much more agriculture, but it lacks oil.

The major cultural division in Libya and the Maghreb is between rural and urban lifestyles.

Landscape of North Africa

Along the Mediterranean coast the climate is hot, sunny summers. Away from coastline extremely dry climate.

North African Way of Life

Rural Life-

People make their living as farmers and herders. The center of social and economic life is the souk (market areas).

Nomadic Life-

One of the most distinctive nomadic groups is the Tuareg (TWAR eng). Who live in small groups throughout the southwest Sahara. The Tuareg's name for themselves means "free men". They have resisted giving up their nomadic ways and coming under the control of any government. Recently severe droughts in the Sahara have forced many of the Tuareg to settle in villages and work on farms in order to survive. It is possible that their way of life may disappear.

Urban Life-

North Africa is undergoing rapid urbanization. Recent estimates show that half or more of the populations of Algeria, Libya, and Tunisia live in urban areas.

North Africa Today

Libyan Economy and Government

In 1951 Libya was one of the poorest nations in Africa- its revenues came from foreign aid. Oil was discovered in 1961. Today oil makes up 99% of Libya's export money from oil paid for roads, schools, housing, hospitals, and airports. It dramatically increased the income of Libyans.

Libya Government

In 1969 Qaddafi led a military coup that abolished monarchy. Qaddafi established a unique form of socialism that combined strict adherence to Islamic traditions with some modern economic and political reforms. Qaddafi goals was a more equal distribution of wealth in Libya. He ordered that no Libyan could have more than one house and around $3400 in savings. The government seized

the property of anyone who had more than it allowed.

Algeria
Algeria like Libya exports 96% of oil yet Algeria still faces severe economic problems. Unemployment is a wide spread problem. Many Algerians have emigrated to Europe to work, especially France.

The Algerian government has faced problems in the past few years. In 1998 economic discontent led to anti government riots. In recent years, Algerians have demanded greater participation in their country's government.

Tunisia and Morocco Economy
Tunisia and Morocco do not have huge oil reserves like Libya and Algeria. Tunisia spends about 12% of its money on education, and education is free from primary grades through the universities.

Recently both countries have increased their profits by manufacturing clothing for export. Another important resource for Tunisia and Morocco is minerals (phosphate).

Name_____

Libya and the Maghreb Quiz

_____ 1. The North Africa countries west of Egypt are called _____.
a. Souk b. Tuareg
c. Maghreb d. Berbers

_____ 2. The market located along a trade route in North Africa is called a _____.
a. Souk b. Tuareg
c. Maghreb d. Berbers

_____ 3. A nomadic group of the southwest Sahara is known as _____.
a. Souk b. Tuareg
c. Maghreb d. Berbers

_____ 4. North Africa's culture is best described as a blend of African, Arab and
a. Russian influences b. Asian influences
c. Pacific influences d. European influences

_____ 5. The major cultural division in Libya and the Maghreb is between.
a. Arabs and Berbers
b. rural and urban lifestyles
c. farming and nomadic lifestyles
d. Arabs and Europeans

_____ 6. Libya and Algeria are similar in that
a. both have significant oil exports
b. both are small countries
c. both have democratic governments based on Islamic principles
d. both were once controlled by France

_____ 7. The lands that are now Libya and the Maghreb have been ruled in the past by
a. Romans
b. South Africans
c. Vikings
d. Greeks

_____ 8. An important source of wealth for Tunisia and Morocco is
a. oil b. phosphates
c. cotton d. herding

_____ 9. Maghreb is an Arabic word that means _____.
a. land farthest east
b. land farthest west
c. land farthest north
d. land farthest south

_____ 10. Which African nation spends 12% on education?
a. Libya b. Morocco
c. Algeria d. Tunisia

Nigeria

Nigeria has the strongest economy in West Africa, it may lead the region in economic growth and democratic government. Nigeria is the hope for Africa's future. It promises to become a great economic engine that will fuel a higher standard of living for people throughout the West African region.

Nigeria is twice the size of California. Nigeria has the most varied climate: From south to north a traveler would find coastal swamps that lead to the rainforest, then a large area of savanna that gradually changes to desert scrub.

Nigeria has varied vegetation regions: a variety of crops are grown throughout Nigeria. In the south, cocoa trees, oil palms and rubber trees thrive. In the drier north, peanuts are cultivated. The middle belt of the country supports few crops because of poor soil.

Settlement

Historically the most powerful groups took control of the most valuable land. Yoruba (yaw ROO buh) settled in the southwest. Ibo (EE bo) live in the southeast. Hausa traders and Fulani herders controlled the most fertile areas of the north. Small weak groups were left with the least fertile lands.

English is the official language although more than 180 different languages are spoken in the middle belt.

Population

Population is over 100 million people, Nigeria is one seventh of Africa's total population. Nigeria is Africa's most populated country, the continuously growing population and an increasing demand for new land may lead to the destruction of the country's remaining forest.

Regional Conflicts

One of the difficulties African countries faced after their independence was their arbitrary borders. They have had to work hard to unify the many diverse groups within those borders. A few years after Nigeria, became independent (1960), members of the Ibo group in the eastern part of the country declared that they were forming a new country. They named it Biafra (bee AH fruh). The other regions chose to go to war to stop the Ibo. Before the Ibo were defeated thousands of people had been killed and famine had caused many more to starve to death.

Resources

Nigeria drilled its first oil well in 1956, and by 1980 the country was the largest oil producer in Africa. Oil revenues provided most of the country's income. This dependence on a single export (income comes from one source) soon led to serious problems for the economy. Oil prices fell on the world market (prices for goods around the world) in 1981 and 1983. As the economy broke down, the military staged a coup. Former government leaders were brought to trial for stolen money. New leaders promised to correct old economic problems. Nigerians soon realized that their new military rulers were not improving the economy. When the people protested the government passed harsh laws.

New Chance

In 1985 a new general took over the government, Ibrahim Babangida (bahb ahn GEED uh). He turned to the World Bank and International Monetary Fund (IMF), two agencies that are money lending arm of United Nations. In 1986 Nigeria began to follow the structural adjustment program that the World Bank had suggested. A structural adjustment program is a set of guidelines that is supposed to make a country's economy work better. A country cannot borrow money from the World Bank and IMF unless it agrees to follow the adjustment program guidelines. During this time Nigerian's wages and prices of items were frozen.

In 1993, Babangida resigned. He appointed Ernest Shonekan to replace him. Shonekan promised Nigerians free elections in 1994. However, within a few months the military seized power again.

Region of Promise

In spite of its dependence on oil, the Nigerian economy is strong. The total value of the goods and services it produces every year is close to 30 billion dollars. Of all the countries in Africa south of the Sahara, only South Africa has a stronger economy.

Nigeria's size and economic strength assure it a promising future.

Nigeria Quiz
Name_____

Match the definitions in Column I with the terms in Column II. Write the correct term in each blank. You will not use all the terms.

Column I		**Column II**
_____	1. prices for goods around the world	a. arbitrary borders
_____	2. money lending arm of United Nations	b. world market
_____	3. political divisions that do not consider ethnic populations	c. structural adjustment program
_____	4. most income comes from one source	d. World Bank
_____	5. guidelines created by World Bank to improve the economy of a country	e. coup
		f. single export

Multiple Choice. Write the letter of the correct answer in the blank.

_____ 6. What has been Nigeria's most important economic activity since 1980?
a. farming b. oil drilling
c. manufacturing d. shipping

_____ 7. Why did the regions of Nigeria go to war against the Ibo?
a. to protect the Yoruba from Ibo attack
b. to prevent the Ibo from trading with Fulani herders
c. to keep the Ibo from creating a separate nation
d. to force the Ibo to use English as their official language

_____ 8. What happened in Nigeria when world oil prices fell?
a. Nigeria's hydroelectric power became more valuable.
b. The World Bank took over the Nigerian government.
c. The economy broke down, inviting a military coup.
d. Nigeria diversified its economy.

_____ 9. Which of the following happened during structural adjustment?
a. Leaders who had stolen public money were brought to trial.
b. Wages and prices were frozen.
c. The Nigerian government seized private companies.
d. Students and the military formed an alliance.

_____ 10. What role do many people think Nigeria might play in Africa's future?
a. as a leader of democratic nations
b. as a major recipient of foreign aid
c. as a supplier of weapons to other African nations
d. as a consumer marketplace for Africa's goods and services

Central Africa
The following seven countries make up Central Africa:
Cameroon, Equatorial Guinea, Gabon, Congo, Democratic Republic of Congo, Republic of Sao Tome (SOW tuh MAY), Principle (preen SEEP)

The largest river in this region is the Congo River. The Congo River is 2,900 miles long. The river and it tributaries (river or stream that flows into a main river) total 9,000 miles. Most of the Congo River is located in the Democratic Republic of Congo. The entire Congo River system is a great living highway that provides food, water, and transportation for much of the region.

The African rain forest stretches across Central Africa. The forest is a barrier to travel. Its valuable wood such as, mahogany, ebony, and walnut can be harvested only along rivers or where a railroad has been craved through the forest. In spite of the rich vegetation the rain forest supports, the forest soil is actually of little use for farming. People have migrated from these areas either to plantations located on fertile soil or to great cities like Kinshasa (kin SHAHS uh) or Brazzaville, the capital of Congo.

Movement is the most important geographical theme when studying Central Africa. How do people, goods, and ideas move between places?

Migration has turned Kinshasa into a major world city. Its estimated population of 3 million is larger than that of either Berlin or Rome. Kinshasa has gained an international reputation for its popular music, which is a blend of African, rock, and pop rhythms.

Brazzaville, like Kinshasa has rail connection with the coast, and the route is dotted with industrial towns. The railroad serves the nations of Chad and the Central African Republic, which ship mineral resources down the Ubangi (yoo BANG ee) and Congo River to Brazzaville and from there to the Atlantic Ocean.

CFA
Many countries of West and Central Africa belong to an African financial community known as the CFA. The CFA countries use a currency, or form of money, called the CFA franc, which has solid value on international markets because it can be exchanged for the French franc. Use of this common currency promotes trade, travel, and general interdependence among countries in the region.

Hydroelectric Power
The continent of Africa consists of a group of basins set in a vast plateau. When the rivers that drain the basins cut through the edge of the plateau to the coastal plain, they drop sharply. At this escarpment, the rivers have great potential for creating hydroelectric power (power created by moving water). Hydropower depends on a cheap, renewable source of energy, it doesn't pollute the air, and eliminates the need to import expensive oil for the production of electricity.

Saving the Forest
Rain forest are cut down faster than they can replace themselves. Deforestation has been less of a problem in Central Africa than in the coastal nations of West Africa where loggers can get to forest

areas more easily. In Cote d'Ivoire 85 percent of the rain forest was destroyed in the last 50 years.

The rain forest are valuable for many reasons. They supply lumber, they provide habitats for thousands of animal species and shelter for thousands of plants. They absorb carbon dioxide. Increasing amounts of carbon dioxide left unabsorbed in the atmosphere may lead to what scientists call global warming- a gradual rise in global temperatures.

Landfill

Most of Congo's population live in the cities, some Europeans view the country's thinly inhabited rural regions as an ideal place to dispose of toxic waste(garbage that is poisonous). In the 1980s, foreign industries offered Congo's government millions of dollars to use the country as a waste dump. Congo signed the contracts. But when the news became public the people of Congo were outraged by the government's lack of concern for their health and safety. As a result of the scandal, several officials were fired including the minister in charge of environmental affairs.

Regions

The smallest nations in Central Africa are Equatorial Guinea, Republic of Sao Tome and Principle. These areas have fertile soil, but lack mineral resources.

The largest nations in Central Africa have large deposits of minerals, such as bauxite and iron ore. Democratic Republic of Congo has huge copper reserves. Because of these resources, the Democratic Republic of Congo serves a source of economic hope for this region.

History

The history of the Democratic Republic of Congo is marked by periods of civil war and coups. The country was torn apart for four years as Belgian troops, United Nations forces, rebel armies, and mercenaries (hired soldiers) battled for power. In the 1980s the nation fell deeply into debt under Mobutu's rule. By 1990 it owed foreign banks 8.5 billion dollars, but Mobutu's personal wealth was estimated at billions of dollars. The citizens had little difficulty guessing where their wealth had gone.

Like much of Africa, Central Africa has a wealth of natural resources, but physical barriers, history and current political problems have hampered its development.

Central Africa Quiz
Name_____

Match the definitions in Column I with the terms in Column II. Write the correct letter in each blank. You will not use all the terms.

Column I		**Column II**
_____	1. a gradual rise in global temperature	a. tributary
_____	2. hired soldier	b. refugee
_____	3. a river or stream that flows into a main river	c. global warming
_____	4. power created by moving water	d. toxic waste
_____	5. garbage that is poisonous	e. mercenary
		f. hydroelectric

Write the letter of the correct answer in the blank provided.

_____ 6. Which geographic theme is the most important in studying Central Africa?
a. region b. movement
c. place d. longitude

_____ 7. How has use of the CFA franc affected Central Africa?
a. It has encouraged independence among the region's nations.
b. It has stiffened barriers to trade between the region's nations.
c. It has promoted interdependence among the region's nations.
d. It has heightened tensions between the region's nations.

_____ 8. What government policy did the people of the Congo protest and ultimately overturn?
a. The use of hydroelectric power for electricity.
b. The protection of the rain forests against tree cutting.
c. The lowering of oil prices to foreign buyers.
d. The dumping of toxic wastes from Europe on the Congo's land.

_____ 9. Which of the following is a true statement about movement in the Congo River Basin?
a. Early people could trade and communicate without obstacles.
b. People migrated to the Basin to take advantage of its rich soil.
c. Travel through the rain forest is forbidden in order to protect the trees.
d. Harvesting of the rain forest's wood can occur only along rivers or where a railroad has been cut through the forest.

_____ 10. What barrier does the Democratic Republic of Congo face to economic growth?
a. corrupt leadership b. lack of mineral resources
c. unstable currency d. expensive toxic waste clean up

Appendix D:

Intervention Two

India's People and Economy
Name_____

KEY WORDS

charpoy
sari
joint family system
Purdah
Cottage industry

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1. Religious Life
    a. majority of people practice
        1. belief system
        2. soul
        3. cows
    b. final goal is Brahma
        1. reincarnation
        2. soul does not die

2. The Caste System
    a. Brahmans
    b. Kshatriyas
    c. Vaisyas
    d. Sudras
    e. Untouchables or Outcasts

3. Village life
    a. rural housing
        1. charpoy
    b. food
        1. vegetarian diet
        2. rice
        3. dal
        4. rotis
    c. clothing
        1. sari
        2. purdah
    d. family life
        1. man marries
        2. joint family sytem
    e. sign of change
        1. modern technologies
            a. electricity
            b. television
            c. illiteracy

4. Towns and cities
    a. migration
        1. cities offer
        2. the growth of the urban
    b. economic improvements
        1. advances in farming
            a. goal of India
            b. better farming
            c. biggest obstacle

c. expanded industry
    1. great advances in
    2. cottage industry
d. education
    1. 1950s vs. 1990s
e. health care
    1. 1950s vs. 1990s
    2. water
    3. last two decades

India's People and Economy

Religious Life

The majority of people in India practice Hinduism, an ancient religion that teaches the unity of all life. Hindus believe that every living thing has a spirit, or soul, which comes from the Creator, Brahma. Because every creature possesses a soul, Hindus treat animals with great respect. Cows are especially sacred to Hindus and are allowed to wander freely through the city streets.

According to Hinduism, the final goal of every living thing is unity with Brahma- a state of bliss without change or pain. In order to achieve this goal, the soul passes through cycles of reincarnation. Reincarnation is the belief that the souls of human beings and animals go through a series of births, deaths and rebirths. Hindus believe that the soul does not die, but passes from body to body until it becomes pure enough to be united with Brahma.

The Caste System

Hindu society has been organized according to the caste system. This system is a social hierarchy in which people are born into a particular group that has been given a distinct rank in society.

At the top of the caste system are Brahmans, the priests, teachers and judges.

The Kshatriyas (SHAHT ree yuhz) are the warriors.

The Vaisyas (VA ee syuhs) are farmers and merchants.

The fourth group are the Sudras, craftworkers and laborers.

A group called untouchables or outcasts holds the lowest rank in the caste system. Traditionally untouchables do the work that is considered unclean such as street sweeping and tanning hides.

Village Life

About seven out of ten Indians live in villages and farm for a living. Usually the only furniture is a charpoy (CHAR poy)- a wooden bed frame with knotted string in place of a mattress. Most families move the charpy outside to the courtyard when the weather turns especially hot. The cooking is often carried out in the courtyard as well.

Food

For both religious and economic reasons, Indians follow a mostly vegetarian diet. Hindus generally do not eat beef because the cow has religious importance, and Muslims are forbidden to eat pork. Most Indians eat some form of rice every day. With it they may eat a lentil soup call dal. In northern India, the people make rotis (RO teez), or flat cakes.

Clothing

Because most of India is so hot and humid, clothing is light and loose. Many Indian

woman wear a sari- brightly colored cloth that is draped over the body like a long dress. Some woman cover their faces with a veil when they are in public. This custom, called purdah, began among Muslims but is followed by Hindus as well.

Family Life

Families in India are generally large. When a man marries, he usually brings his new wife to live in his parents' house. Often the household includes uncles and other relatives. This is known as the joint family system.

Signs of Change

Most villages now have electricity and television reaches 75 percent of all Indians. Because illiteracy is still widespread, televison and radio and movies are a powerful media.

Towns and Cities

There has been a marked increase in migration from villages to cities in the past few decades. India has seen a marked increase in migration form rural to urban areas in the past few decades because cities offer more employment and educational opportunities than villages. Despite the extreme crowding and poverty that exist, most families consider themselves better off in a city than in a village. The growth of the urban middle class in India has led to the growth of the consumer goods industry.

Economic Improvements

Advances in Farming

One of India's goals has been to feed its growing population. More land has been farmed. Better farming methods, increased irrigation, and higher quality seeds have produced more and better crops. The biggest obstacle to improving prosperity for farmers in India is the small size of most of the farms. Few families own enough land to support themselves.

Expanded Industry

Although about 65 percent of Indians are farmers, the country is one of the world's leading industrial nations. India has made great advances in the computer industry and space research. In recent years India has placed several satellites in orbit for communication and for scientific purposes.

To add to their income, many farmers have set up cottage industries. People in these industries make goods in their own homes, using their own tools and machines. They may spin yarn and weave cloth or make things like jewelry or pottery. These goods can then be sold in the cities and towns.

Education

In 1950 only about 16 percent of Indians could read and write. By the 1990s the figure was nearly 50 percent and still rising.

Health Care

In 1950 the average Indian's life expectancy was only 32 years old. By the mid 1990s it had risen to 60 years. Many Indians cannot afford even basic medical care. Unhealthy water is also a problem in many areas.

In the last two decades diseases such as malaria and cholera have become less common in India because more villages then ever before have a safe water supply.

India's People and Economy Quiz
Name_____

Match the descriptions in Column I with the terms in Column II. Write the correct letter in each blank. You will not use all the terms.

Column I		**Column II**
_____	1. small business that uses a person's house as place to produce goods	a. purdah b. charpoy c. Brahmin
_____	2. large family made up of several related families living together	d. cottage industry e. joint family system f. sari
_____	3. women's practice of covering their faces with a veil while in public	g. rebirth
_____	4. wooden bed frame with knotted strings	
_____	5. length of brightly covered cloth that is draped around the body	

Complete each sentence by writing the correct letter in the blank.

_____ 6. The majority of people in India practice _____, an ancient religion that teaches the unity of all life.
a. Hinduism
b. Buddhism
c. Islam
d. Christianity

_____ 7. India has seen a marked increase in migration from rural to urban areas in the past few decades because
a. people from rural areas are fascinated by busy life in the city.
b. farming and livestock raising is a boring way of life.
c. cities offer far more opportunities for work and education.
d. crime has been on the increase in rural areas.

_____ 8. The growth of the urban middle class in India has led to
a. the end of poverty.
b. a decrease in quality health care.
c. the growth of the consumer goods industry.
d. a lack of educational facilities in rural areas.

_____ 9. Perhaps the major obstacle to improving prosperity for farmers in India is the
a. small size of most of the farms.
b. non-availability of fertilizers and quality seeds.
c. lack of irrigation.
d. lack of good farming methods.

_____ 10. In the last two decades diseases such as malaria and cholera have become less common in India because
a. there are more doctors now in India than there were before.
b. more villages than ever before have a safe water supply.
c. researchers have found wonder drugs to prevent malaria and cholera.
d. mosquitoes have been eliminated.

Name_____

KEY WORDS

nationalism	boycott
refugees	cyclone
migration	partition

Independence Of India

1. India Independence
    a. mid 1700s
    b. good changes

2. Mohandas Gandhi
    a. 1800s
    b. Mahatma
    c. led India to
    d. belief in using nonviolent resistance
        1.
        2.
        3.
    e. boycott
        1. Spinning Wheel

3. Religious Conflict
    a. 1940s
        1. Hindus
        2. Muslims

    b. 1946
        1. Hindus and Muslims
        2. Riots

    c. 1947
        1. partition
            A. Hindus to India
            B. Muslims to Pakistan
        2. refugees

    d. 1965

    e. 1971
4. Bangladesh
    a. West Pakistan
    b. East Pakistan
    c. Economics and politics
        1. factories
        2. agriculture

3. paid more taxes
4. government and army positions

d. 1970

1. flood
2. government delayed shipment

e. 1971

1. East Pakistan

Indian Independence

Since the mid 1700s Britain had controlled India and had made many changes there. Some of these changes such as the abolition of slavery and the construction of a large railroad benefitted India, other changes however did not.

During the late 1800s, Indians became more familiar with their own history and developed a strong sense of nationalism. Many middle class Indians traveled to England to study during this time. One of these men was a young law student named Mohandas Gandhi. It was Gandhi later called Mahatma, meaning the "Great Soul" who led India through its great struggle toward independence.

Gandhi

Gandhi's belief in using nonviolent resistence against injustice was his most powerful weapon against the British. Nonviolent resistance means opposing an enemy or oppressor by any means other than violence. Gandhi believed that peace and love were more powerful forces than violence. Everywhere he went, he won the hearts of the Indian people.

Gandhi taught that the importance of a simple and moral lifestyle; tolerance and respect for all human beings; the dignity of labor; and a self sufficient, self governing India. Gandhi believed the following:

*Nonviolence means courage of the highest order and therefore readiness to suffer.

*Strength does not come from physical capacity. It comes from will power.

*Nonviolence is the greatest force at the disposal of mankind. It is mightier than any weapon of destruction devised by man.

One way that Gandhi peacefully resisted British rule was to boycott (refuse to purchase) British cloth. Gandhi stopped wearing western clothes, and instead wore clothes made from yarn he had spun himself. He devoted two hours each day to spinning his own yarn and urged other Indians to follow his example. The spinning wheel became a symbol of national pride. As a result of Gandhi's leadership and the boycott by the Indian people, the sale of British cloth in India fell sharply.

In the early 1940s the conflict between Indian's Hindus and Muslims deepened. For hundreds of years, the relationship between the two groups had often been hostile and in recent years economic differences divided the two groups. The Muslims were generally the poorer peasants or landless workers, while the Hindus were often landowners.

For a time, Hindus and Muslims worked together for independence. But as they drew nearer to their goal, both groups began to fear being ruled by the other. In 1946 Britain offered independence to India on condition that Indian leaders could agree on a form of government. But Hindus and Muslims were unable to reach an agreement. Riots broke out in which thousands of people died.

Gandhi yearned for a united India, but the violence persisted. Finally, in 1947 Britisn and Indian leaders agreed that the only solution to the conflict was to partition (divide into parts) the subcontinent into separate Hindu and Muslim countries. Part of the subcontinent became the mostly Hindu Republic of India. The northwestern and northeastern parts of the subcontinent, where most Muslims lived, formed the nation of Pakistan.

India and Pakistan became independent countries on August 15, 1947. Independence brought confusion and suffering. In one of the greatest migrations of refugees in history, 12 million people moved- Hindus to India, Muslims to Pakistan. Most of the refugees were forced to leave their possessions along the road or give them away in exchange for lifesaving water. Many people, weakened by hunger, thirst or exhaustion, died. An estimated one million were killed in the fighting between Hindus and Muslims.

Since independence, India and Pakistan have fought two wars. In 1965 India was forced to defend its northern border against Pakistan. The second war, in 1971, led to the creation of the new country of Bangladesh.

Bangladesh

When Pakistan became independent it consisted of two regions- West Pakistan and East Pakistan. The boundaries were not based on physical landforms, but rather ethnic, linguistic, and economic differences. Most residents of East Pakistan were Bengalis. Many people in West Pakistan spoke Urdu, which became the official language of the new country. This situation upset the East Pakistanis.

Economics and politics further complicated the situation. West Pakistan contained some factories, which East Pakistan was largely agricultural. Despite being economically less developed, East Pakistan paid more taxes than West Pakistan. At the same time, more than half the national budget was spent in West Pakistan. Most positions in the government and army were held by West Pakistanis.

Many people grew upset in East Pakistan and began to feel that their region was merely a colony of West Pakistan. Then, in 1970, about 300,000 East Pakistanis died in a devastating flood caused by a cyclone and tidal wave. Many people in East Pakistan accused the government of delaying shipments of food and relief supplies to the victims.

The disaster touched off fighting between the two regions. India joined the conflict on the side of the East Pakistanis. In the face of such opposition, the West Pakistanis forces surrendered and on December 16, 1971, East Pakistan became the independent country of Bangladesh, meaning Bengali Nation.

Indian Independence Quiz
Name_____

Match the descriptions in Column I with the terms in Column II. Write the correct letter in each blank. You will not use all the terms.

Column I		Column II
_____	1. opposing an enemy or oppressor by any means other than violence	a. Mahatma b. boycott c. cyclone
_____	2. to divide into parts	d. migration e. partition
_____	3. the Great Soul	f. nonviolent resistance
_____	4. to refuse to purchase or use an item	
_____	5. a violent rotating windstorm	

Complete each sentence by writing the correct letter in the blank.

_____ 6. In 1947 India and Pakistan
a. became independent countries.
b. came under British control.
c. were reunited.
d. were divided into Indian run provinces.

_____ 7. In order to avoid being ruled by a majority religion to which they did not belong, in 1947
a. twelve million Indians migrated to other Asian nations.
b. all of the Muslims living in Pakistan left the country.
c. millions of Hindus moved to India and Muslims to Pakistan.
d. most of the Hindus living in India moved to Pakistan.

_____ 8. A war between India and Pakistan in 1971 resulted in the
a. unification of East and West Pakistan.
b. creation of the new nation of Bangladesh.
c. largest migration of refugees in history.
d. establishments of East Pakistan as a colony of West Pakistan.

_____ 9. Mohandas Gandhi urged his fellow Indians to
a. purchase British made cloth.
b. protest British rule without using violence.
c. reject Western ideas of self government and individual rights.
d. suppress their rising feelings of Indian nationalism.

_____ 10. At the time of partition almost twelve million people moved between India and Pakistan because
a. they wanted to own the best agricultural land available.
b. they wanted better educational opportunities.
c. they wanted to avoid being ruled by those of a different religion.
d. they wanted to make a change in their lifestyle.

Name_____

KEY WORDS

delta
basin
monsoons
hydroelectric power
buffer state
malnutrition

Other Countries of South Asia

1. Pakistan
    a. Three Regions
    b. water
        1. Indus River basin
        2. hydroelectric power
    c. irrigation
        1. annual rainfall
    d. traditional ways of life
        1. Muslims
        2. women
    e. national challenges
        1. Urdu
        2. Punjabi
        3. literary rate
        4. population growth

2. Afghanistan
    a. many ethnic groups
        1. Islamic faith
    b. buffer state
        1. Britain
        2. Russia

3. Bangladesh
    a. enormous delta
        1. three rivers
    b. challenging climate
        1. humid subtropical
        2. monsoon
        3. 1989 and 1990
    c. overpopulation
        1. ninth most
        2. size of

d. malnutrition

4. Nepal and Bhutan
   a. span in altitude
      1. Mount Everest

   b. southern lowlands
      1. monsoon
      2. tropical crops

   c. Religion
      1. Nepal
      2. Bhutan

   d. tourism
      1. discourages tourism
      2. encourages tourism

5. Sri Lanka
   a. magnificent island
      1. a tear dropped off the subcontinent

   b. environmental challenges
      1. tropical climate
         a. crops
      2. rain forest
         a. weather and drought
      3. governmental challenge

   c. social unrest
      1. peace
         a. Sinhalese
         b. Tamils
      2. civil war
      3. suffered economy
      4. future

Other Countries of South Asia

PAKISTAN

Pakistan is made up of three regions. Along is northern and western borders, one of the world's highest mountain ranges, the Hindu Kush. Much of western Pakistan is covered by the rugged Baluchistan (bah LOO chi STAN) Plateau. To the east lie barren stretches of the Thar Desert.

Water

The Indus River is the lifeline of an otherwise dry country. Most Pakistanis live in the Indus River basin. The basin contains most of the country's agricultural areas, as well as its major hydroelectric power stations. Hydroelectric power is electricity produced by the movement of water.

Irrigation

The government has devoted a fair amount of the nation's resources to developing agriculture. Much of Pakistan receives less than 10 inches of rain each year, farmers must irrigate the land, or supply it with water.

Traditional Ways of Life

Most of the people of Pakistan live in farming villages. Almost all Pakistanis are Muslims, and prayers are an important part of daily life. Women generally have fewer freedoms and opportunities than do men. Many women avoid contact with men outside the home and cover their faces with a veil in the presence of strangers.

National Challenges

Only about 7 percent of Pakistanis speak Urdu, the national language. Almost 64 percent speak Punjabi. In addition disputes among the country's various ethnic groups often turn violent. Pakistan's literacy rate is lower than India's, while its rate of population growth is higher.

AFGHANISTAN

As a result of successive, invasions, and migrations, Afghanistan today includes many ethnic groups. The country has two official languages, but the people speak many other languages as well. Despite their ethnic differences, the people are united by their Islamic faith. Religious holidays are national holidays.

Buffer State

Over the last two centuries, Afghanistan has been invaded several times. Britain and Russia competed for influence in central Asia. Britain invaded Afghanistan from British controlled India to the south. Russia invaded Afghanistan from the north. When they failed to conquer Afghanistan, Britain and Russia agreed to leave it alone. In this way, Afghanistan became a buffer state (a country that separates two political enemies).

BANGLADESH

Most of Bangladesh is an enormous delta formed by three powerful rivers- the Ganges, the Brahmaputra, and the Meghna (MAYG nuh). As a result, the soil is very fertile. The country is so

close to sea level, floods occur regularly.

Challenging Climate

The climate of Bangladesh is humid subtropical. Temperatures rarely drop below 80 degrees Fahrenheit. Because of the monsoon winds, large amounts of rain fall with in a four to five month period. Record monsoon rains at Bangladesh in 1989 and 1990 have caused severe flooding. Millions of people were rendered homeless and became ill from lack of food and clean drinking water. Power lines were knocked down and roads, bridges and railway lines were washed away. Transporting food and medicine from one part of the country to another proved almost impossible.

Overpopulation

Like India, Bangladesh is struggling with overpopulation. It is the ninth most populous country in the world and also one of the most densely populated. With about 119 million people, it has almost as many people as Mexico and Canada combined, squeezed into an area the size of Wisconsin. Overpopulation and natural disasters have combined to create another problem: hunger. Malnutrition (a lack of food or unbalanced diet) is an almost constant problem. To add to its problems Bangladesh has few roads or bridges. Most travel is by boat along its many waterways. Without massive aid, Bangladesh cannot improve its communications and transportation system. Bangladesh thus faces some of the greatest challenges of any country in the world.

NEPAL AND BHUTAN

The countries of Nepal and Bhutan span a great range in altitude, from the low elevation of 600 feet to that of the highest mountains in the world, the Himalayas. The tallest of the towering Himalayan peaks, Mount Everest in Nepal, towers 29,028 feet high. The southern lowlands of Nepal and Bhutan are hot and humid. Monsoon rains pour down every summer. Tropical crops flourish here, citrus fruit, sugarcane, and rice. Nepal is 90 percent Hindu, while Bhutan is 75 percent Buddhist. Hinduism is more common in the lowlands, while Buddhism is the religion of the high areas. Bhutan continues to discourage contact with tourists and other foreigners in an effort to preserve its culture. Nepal, on the otherhand, welcomes those who come to hike in its mountains and enjoy its magnificent scenery.

SRI LANKA

Sri Lanka meaning "Magnificent Island" is located in the Indian Ocean 33 miles southeast of the tip of India. Sri Lanka is often referred as "a tear dropped off the subcontinent of India."

Environmental Challenges

Sri Lanka's climate is tropical, but is made much cooler by ocean breezes. Major crops include: coconuts and tea. Sri Lanka was once covered with a thick rain forest. Today, almost two thirds of that forest is gone, cut down for farming and development. Scientists think that this deforestation may have helped change the island's weather and caused droughts. Restoring the rain forest is a major governmental challenge.

Social Unrest

Another challenge is to keep the peace. About three fourths of Sri Lankans are Sinhalese (sin hah LEEZ), the other one fourth of people are Tamils (TAHM uhlz). The Sinhalese and the Tamils often fight each other, this is called a civil war. The economy has suffered because money has been diverted from agriculture to the military. About 45 percent of the population's labor force make a living from agriculture. But the fighting has disrupted farming and fishing, and a political solution does not seem likely in the near future.

Other Countries of South Asia
Name_____

Read the statements below. If a statement is true, write T in the blank. If it is false, write F.

_____ 1. Most of the people in Pakistan live in urban areas and big cities.

_____ 2. Pakistan's population growth rate is lower than that of India.

_____ 3. Most of Bangladesh is an enormous delta.

_____ 4. A buffer state is a country that separates two political enemies.

_____ 5. Both Nepal and Bhutan are located high in the mountains.

Write the letter of the correct answer in the blank.

_____ 6. Soils of the delta formed by the Ganges, the Brahmaputra, and the Meghna rivers are
a. very fertile.
b. sandy and unproductive.
c. poor quality.
d. acidic, with poor nutrients.

_____ 7. One of the greatest challenges facing Bangladesh today is
a. its sparse population.
b. getting enough water.
c. civil war.
d. malnutrition.

_____ 8. Differences between which two groups have resulted in fighting in Sri Lanka.
a. Christians and Tamils
b. Tamils and Indians
c. Sinhalese and Tamils
d. Indians and Sinhalese

_____ 9. Clearing more than half of Sri Lanka's rain forest for farmland and other development has brought about
a. great economic growth in the country.
b. conflict between the Sinhalese and Indians.
c. changes in the island's weather patterns and subsequent droughts.
d. rapid urbanization of the island.

_____ 10. The physical geography of Nepal and Bhutan consists of
a. flat, fertile river delta emptying into the Bay of Bengal.
b. elevations ranging from 600 feet to over 20,000 feet.
c. the high mountain peaks of Hindu Kush.
d. rugged, barren lowlands that rise to barren plateaus.

Name_____

KEY WORDS

loess
theocrat
double cropping
autonomous region

Regions of China

1. Northeast
    a. Beijing
        1. major industrial center
        2. south

    b. loess
        1. seasonal dust storms
        2. Mongolia and the Gobi Desert
        3. Huang He
            a. Yellow River
        4. loess can be highly fertile
            a. irrigation
            b. North China Plain

    c. China's Sorrow
        1. Huang He
            a. transportation route
            b. flooding in past
            c. problems today

2. The Southeast
    a. Farming
        1. climate
        2. fertile soil
        3. double cropping
        4. rice

    b. Yangzi
        1. farmland
        2. busiest and most crowded

3. The Northwest
    a. landscape
        1. stark, rugged, barren
        2. population

    b. Economy
        1. farming
        2. nomadic herding
            a. spring
            b. cold weather

4. The Southwest
    a. The Plateau of Tibet
        1. highest region

    b. Tibet
        1. Buddhist religion
        2. theocratic leader
            a. theocrat

    c. 1950 Chinese invastion
        1. Tibet
        2. Dalai Lama into exile
        3. 1959
            a. Chinese government
        4. 1965
            a. autonomous region
            b. Xizang
                1. hidden land of the west
            c. future

Regions of China

The Northeast
Beijing is a major industrial center. But because the southeast region has prospered so enormously Beijing may be losing its status as China's nerve center. Investment dollars are flowing south and when people request permission from the government to change residence, they are hoping to move south. Beijing was considered the best city in China, in which, to study, but that's changing. Now students want to stay in the south or be on the coast because they have more opportunities.

Loess: Fertile Soil
The northeast is also the site of vast agricultural area. The soil has been made fertile by loess, a fine yellow brown loam deposited by seasonal dust storms. Strong winds blow the loess from Mongolia and the Gobi Desert, depositing it along the upper reaches of the Huang He. In fact, the Huang He is sometimes called the Yellow River because of the color the loess gives the water. The loess is carried to the Huang He's lower reaches.

Loess, which is highly fertile can become productive agricultural soil with the use of irrigation. As a result, the North China Plain is among the most intensely farmed areas in China.

China's Sorrow
In addition to carrying rich, fertile, soil to the lowland areas, the Huang He also serves as a transportation route. It flows 2,903 miles to the South China Sea. In years when the spring thaw and rains were heavy, the river water would spill over the banks, flooding the surrounding areas. Countless numbers of people lost their lives in these destructive floods. Those who survived saw their homes and crops washed away.

China now has new problems with the Huang He. Its water is used by 120 million people in the region, it can dry up completely for months at a time. By the year 2000 the region will need 20 percent more water than the river delivers.

The Southeast
The climate of the southeast, together with the fertile soil makes the region excellent for farming. Farmers use a number of intensive farming methods to get the greatest yield from the land. Farmers practice double cropping (growing more than one crop a year on the same land). Rice dominates the agriculture in the southeast.

Yangzi
The valley of the Yangzi or Ch'ang River is the location of some of China's most productive farmland. The Yangzi valley ranks among the country's busiest and most crowded area.

The Northwest
The landscape of the northwest is stark, rugged, and barren when compared with the country's eastern sections. Few people find the region hospitable, and population is low. Many people make a living through farming. Nomadic herding is the major economic activity throughout the region. When spring arrives, herders drive their animals to higher elevations in search of fresh pastures. With the cold weather, they return their herds to their lowland meadows.

The Southwest

The Plateau of Tibet dominates China's southwest region. Its elevation exceed 14,000 feet and surrounding mountains soar above 20,000 feet. Being the highest region in the world, the plateau is largely isolated from the rest of the world.

Occupying the plateau is Tibet- a distinct, traditional society based on the Buddhist religion. For most of their history the farmers and herders of Tibet lived quiet, simple lives ruled by Buddhist custom and the decrees of their theocractic leader, the Dalai Lama. A theocrat is someone who claims to rule by religious or divine authority.

In 1950 a Chinese invasion ended Tibet's isolation. The Chinese reduced Tibet's Buddhist monasteries to rubble and drove the Dalai Lama into exile in India. After an uprising in Tibet in 1959, the Chinese government instituted a policy designed to destroy Tibet's ancient culture. In 1965 China installed a Communist government and designated Tibet an autonomous region. An autonomous region is a political unit with limited self government. The Chinese also gave Tibet a new name- Xizang (shee zahng) meaning hidden land of the west. Even so, the Tibetans held on to their traditions and culture. After a series of reforms that relaxed limits on religion, the Chinese government clamped down on Tibet once again. This new Chinese interference in their affairs has only increased the Tibetan's desire to regain their independence.

Regions of China Quiz
Name_____

Read the statements below. If a statement is true, write T in the blank. If it is false, write F.

_____ 1. Double cropping decreases overall crop yield.

_____ 2. A theocrat is a military dictator.

_____ 3. An autonomous region is an area of only limited self-government.

_____ 4. The core region of China is the northeast.

_____ 5. The Tibetan society is based on the Buddhist religion.

Write the letter of the correct answer in the blank.

_____ 6. Which of the following rivers is also called the China Sorrow?
a. Huang He b. Yangzi River
c. Tarim River d. Xi River

_____ 7. After the Chinese invasion of Tibet in 1951, the Chinese government designated Tibet as
a. an independent country. b. a special municipality.
c. a province. d. an autonomous region.

_____ 8.What region is the center of China's population, industry and government?
a. the northeast b. the southeast
b. the northwest d. the southwest

_____ 9. Why is the Huang He known as the "Yellow River"?
a. The river contains large amounts of loess.
b. Raw sewage contaminates the river.
c. The river water is unsafe for human use.
d. The river has large amounts of toxic waste.

_____ 10. Which region of China is stark, rugged, and barren?
a. the northeast b. the southeast
b. the northwest c. the southwest

Appendix E:

Teacher Procedure for Using Advanced Organizer

Step 1: Inform students of advance organizer

a. Teacher will announce advance organizer to students
b. Teacher will ask students to take notes on the advance organizer

Step 2: Provide an organizational framework

a. Teacher will present guided notes of lesson's content to students
b. Teacher will write visual prompts on board:
    1. define key words
    2. outline
    3. 10 minute review

Step 3: Clarify action of the teacher to be taken

a. State teacher's actions, e.g., "Before we take notes today I would like to read over the guided notes. Please follow along as I read the guided notes."

Step 4: Identify topics of tasks

a. Teacher will identify major topics by reading guided notes to students
b. Teacher will identify subtopics by reading guided notes to students

Step 5: Introduce vocabulary

a. Teacher will read key words to students

Step 6: Clarify action of the student to be taken

a. State student's actions, e.g., "I need you to define the key words. You may use your own words or the glossary in the book. I need you to do this before we take notes."

Step 7: State the outcome desired as a result of engaging in the learning activity

a. Teacher will state e.g., "You will have five minutes to define the key words."

Step 8: Teacher will have interactive review of key words

Appendix F:

Checklist for Teacher Procedure

1. Did the teacher announce the advance organizer to students?	YES	NO
2. Did the teacher ask students to take notes on advance organizer?	YES	NO
3. Did the teacher pass out guided notes?	YES	NO
4. Did the teacher read the guided notes to class?	YES	NO
5. Did the teacher read the key words to class?	YES	NO
6. Did the teacher ask students to define key words?	YES	NO
7. Did the teacher give a time limit to define key words?	YES	NO
8. Did the teacher use an overhead and project notes?	YES	NO
9. Did the notes on the overhead correspond with student guided notes?	YES	NO
10. Did the teacher give the students a ten minute review period at the end of the class?	YES	NO
11. Did the teacher supervise the review by walking around the classroom?	YES	NO

Appendix G:

Student Rating Form

Circle yes or no for the following questions. Please provide an explanation for each answer.

1. Did you find defining key words helpful for taking notes? Yes No

2. Did you find the outlines helpful for taking notes? Yes No

3. Did you find the ten minute review helpful? Yes No

4. Did you think defining the key words, outline, and review was easy to use? Yes No

5. Did defining the key words, outline, and review help you in remembering the information? Yes No

6. Did defining the key words, outline, and review help you score better on quizzes? Yes No

7. Additional Comments.

Appendix H:

Figures

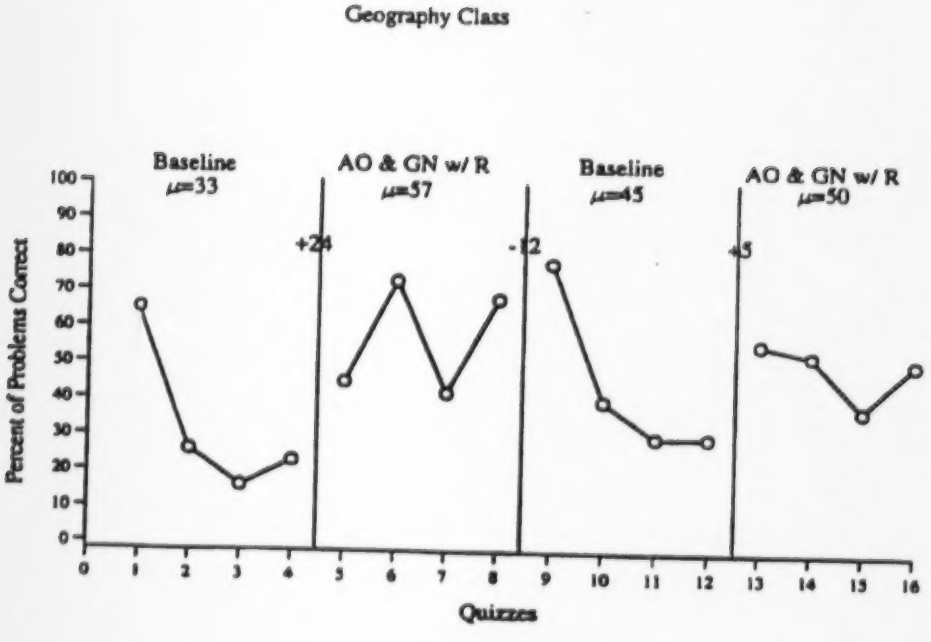

Figure 1. Class percentage of correct responses on 16 daily quizzes.

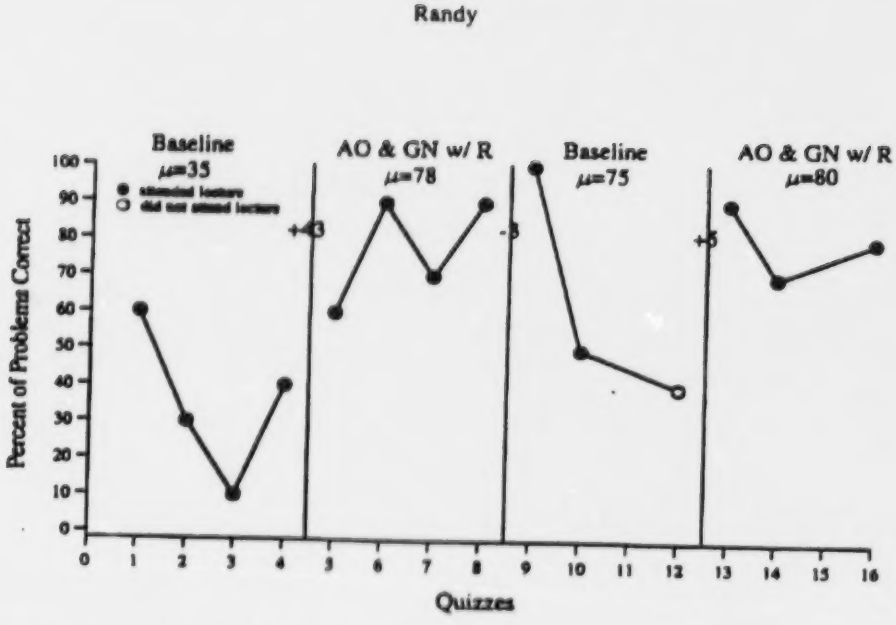

Figure 2. Randy's percentage of correct responses on 16 daily quizzes.

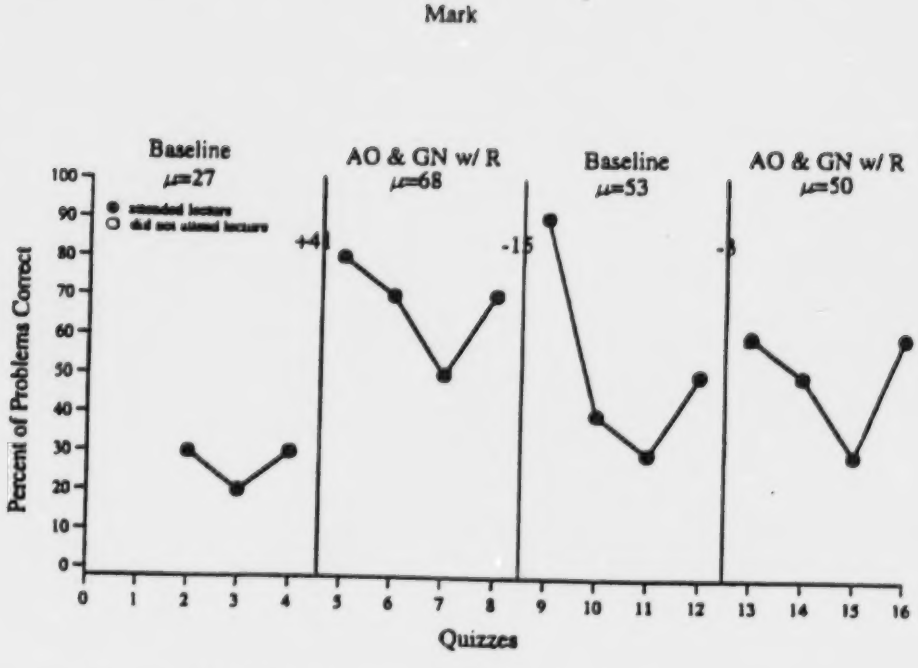

Figure 3. Mark's percentage of correct responses on 16 daily quizzes.

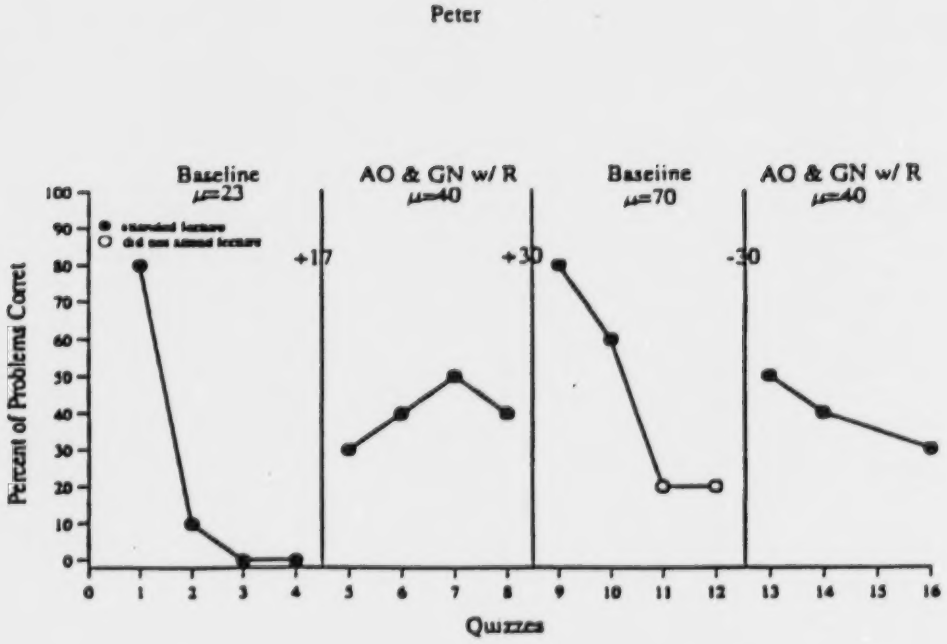

Figure 4 Peter's percentage of correct responses on 16 daily quizzes.

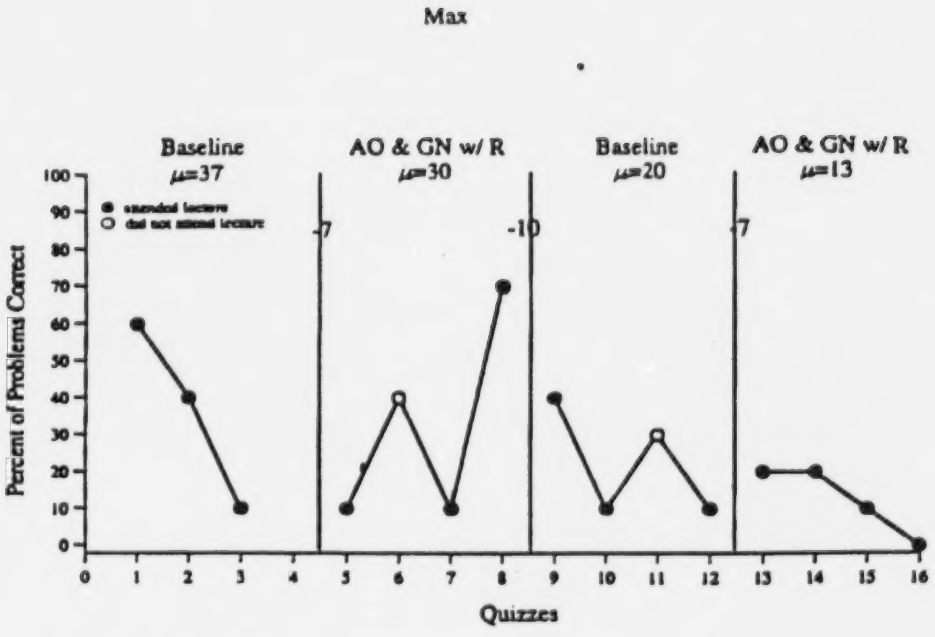

Figure 5. Max's percentage of correct responses on 16 daily quizzes.

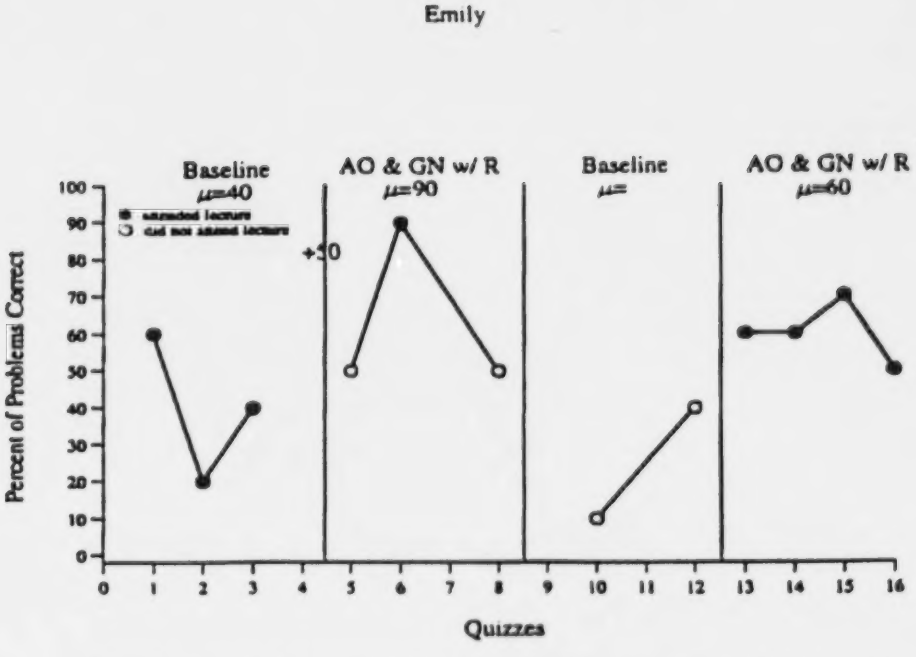

Figure 6. Emily's percentage of correct responses on 16 daily quizzes.

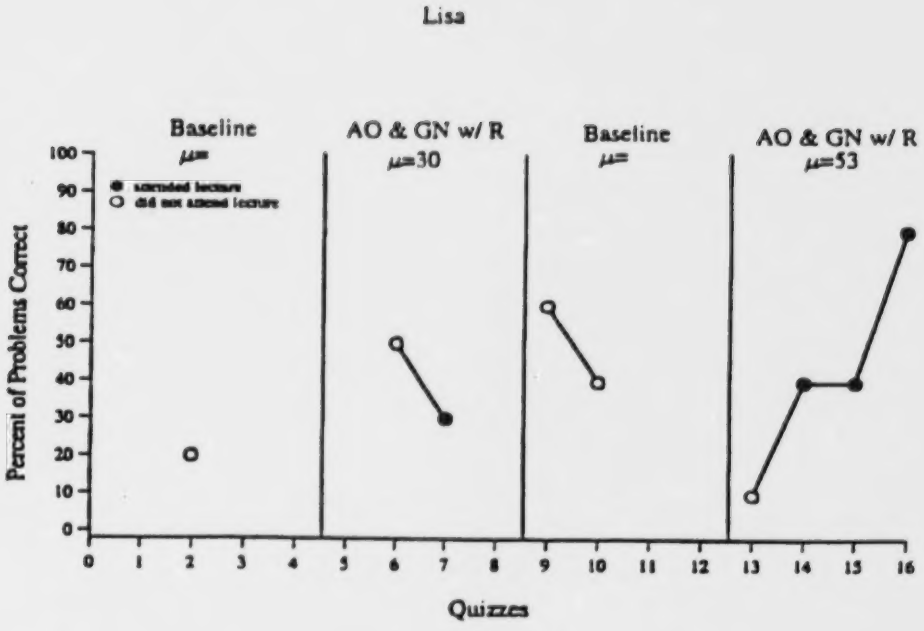

Figure 7 Lisa's percentage of correct responses on 16 daily quizzes.

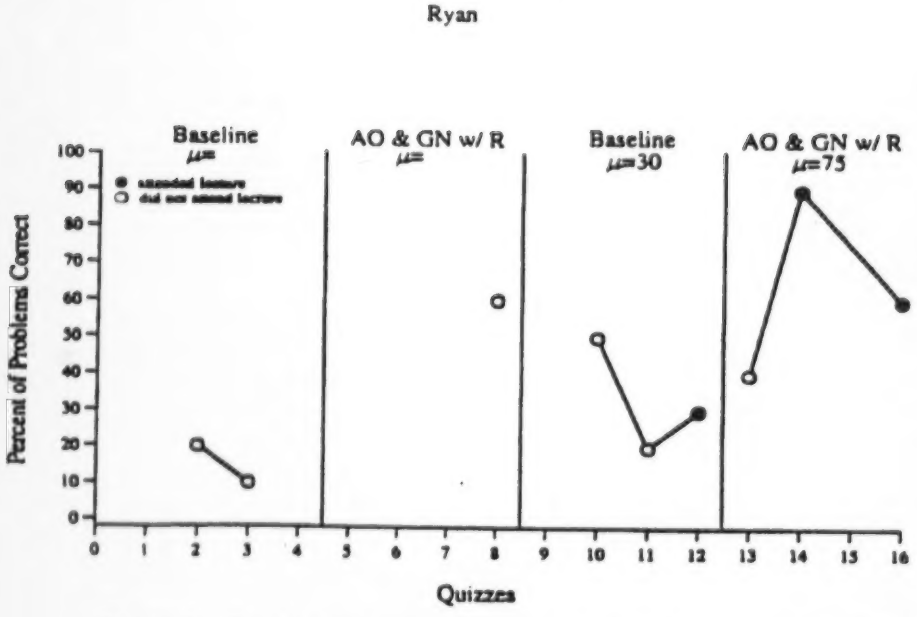

Figure 8 Ryan's percentage of correct responses on 16 daily quizzes.